

# CHILD-WELFARE MAGAZINE

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## President's Desk

### 1919-1920 Banner Years for National Congress of Mothers and Parent-Teacher Associations.

The paid-up membership on April 1 was 190,183. Since then probably it has reached 200,000, for membership drives are in progress in many states. California still leads with Texas second, Missouri third, Kentucky fourth, Colorado fifth—Illinois, New York, Washington State, Georgia, Massachusetts, and Pennsylvania follow.

In proportion to the size of the state New Jersey has as large a membership as any state—and its organizations are in every county.

A million members should be enrolled in the next three years if all states take up the campaign for membership systematically.

The National Congress of Mothers and Parent-Teacher Associations should be the largest organization in the world. Twenty million homes are waiting to be enlisted. If every member already enrolled would bring in one other member this year the half million mark would be reached.

Every member would do it were it possible to reach all with the message.

Enrollment must count for real help to members to hold them.

The Congress organizes its Parent-Teacher Associations and Mothers Circles for study of Child Welfare, for getting the child's point of view; of sympathetic, purposeful guidance of children in home and in school; for more thorough, wise guardianship by state and nation.

The value of such work is of enduring value. No longer can there be neglected children, or neglected mothers when all the people see that the nation's greatest asset is the children.

The great purpose of life for each generation seems to be to pass on the torch of life—to bear and rear the children, to see them take their places as men and women, equipped to do their work.

It is the same in every age. We come into the world with nothing. We take nothing out of it except the character that we build. The good we may do that lives after us.

Through children to whom we have given high ideals of duty and service our influence may live for generations to come.

In life we are called on to make many choices. In making our decisions we should consider carefully what is most worth while.

Is there any work more satisfying than that for which the National Congress of Mothers was organized?

### Southern States Promise Large Membership.

Ambition of state superintendents of public instruction in Southern States is to make membership in Parent-Teacher Associations larger than anywhere else.

Kentucky led the way, by giving an office in the national capitol stenographic and clerical service and postage to our national organizer. The present aim of State Superintendent Colvin is 300,000 members. Alabama has followed suit, and no one is a more enthusiastic supporter than Superintendent Dowell. Now, in North Carolina Superintendent Brooks has given hearty cooperation by promising an office in the capitol, clerical help and postage for our national organizer.

Dr. Brooks says North Carolina can equal any other state in membership, and his active support is promised. South Carolina and Florida are awake and eager to have the National help in their

organization but no state today desires to come in with a meager five hundred members. Preliminary work makes it possible to have a strong State Branch, with leaders qualified to carry forward the work.

#### **Roanoke Virginia organizes Parent-Teacher Associations.**

In January the Association of Commerce in Roanoke, Virginia, decided that parent-teacher associations were one of the greatest civic needs.

The Woman's Division of the Chamber of Commerce, Mrs. John M. Miles, secretary, with the hearty coöperation of the school board and superintendent and many fine earnest women, preceeded to organize a school a day until every school in Roanoke had a Parent-Teacher Association. A central council was then organized with Mrs. Harry Semones as president. Her enthusiasm is unbounded, and her service may be seen from the fact that owing to shortage of teachers, she is filling the emergency by filling one of the gaps in the Junior High School.

To crown the work of organization the writer was invited to spend two days in Roanoke and get the new Associations started in the right way. Large meetings were held each evening in Junior High School and in South Roanoke. Intense interest was shown by the attendance of the leading men and women of the city.

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Already though less than a month old they confidently count on 5,000 members in that county.

Roanoke is one of the most beautiful of cities. Surrounded by the Blue Ridge Mountains, and at the foot of Mill Mountain, its natural advantages are great. It is an educational center. Hollins College for Girls, Virginia College and Roanoke College are located there.

This is the first city where a chamber of commerce has taken the initiative in organizing Parent-Teacher Associations. It is encouraging as an evidence of their recognition of the civic value of the National Congress of Mothers and Parent-Teacher Associations.

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Dr. Bertha Hamilton, President of the Wyoming Branch of the National Congress of Mothers and Parent-Teacher Associations, died suddenly in April. The organization of a state branch was very near to Dr. Hamilton's heart. She worked for many years to accomplish that. Her loss is a severe blow to all women's work in Wyoming.

Though unable to attend any National Conventions Dr. Hamilton through correspondence kept in close touch with the work and did all in her power to promote it. Wyoming owes its organization to Dr. Hamilton, who in her busy life as a physician deemed it necessary to organize parents and teachers for study and work for child welfare.

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Our national meeting will be held in Hot Springs, Ark., August 26, 27, 28 and 29, 1920, and we earnestly hope and pray that you will assist in extending the work among my people, and urge that they represent a national meeting. I edit the *International Messenger Magazine*, and in one issue it appeared that I was the founder of the Congress—it should have read that I was the founder of the

Congress for the colored. Our permanent organization was founded in 1908, Texas Congress Prairie State Normal, July, 1908. The National Congress was organized at Lexington, Ky., September, 1908.

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Mrs. Booker Washington is vice-president.

#### **British Ambassador Tells Tragedies of Children of the War.**

Sir Auckland Geddes, British ambassador, in his first public address before the National Association of Commerce spoke feelingly of conditions in all continental European countries caused by the war.

#### **ANALOGY OF THE OCEAN**

"If you live on the coast you know how a great storm when it passes leaves the sea restless with a heavy swell. You know how the waves long after the wind has dropped and the air is still continuing to pound upon the shore. You know, too, how storms far out at sea, storms that were never near you, stir up the waters of the ocean and set them roaring and beating on the beach.

"This is true of the waters of ocean. It is also true of that great ocean of human thought which forms the matrix in which all our individual thoughts are embedded. Across that ocean of thought there blew for five years storms and hurricanes of hatred and fear, rage and terror. Long submerged instincts of slaughter and brutality have raised their ugly heads like reefs hidden so deep in the waters that only in the wildest storms, when the waves are at their greatest, do they become visible to the affrighted mariner.

"In Europe—remember I am excluding a geographically small portion of the British commonwealth of nations which has its seat in the islands off the northwest corner of the continent—in Europe men's thoughts are still restless with the swell of awful hurricane, men's brains are still tired with the strain of five years of nervous exaltation and harrowing emotion. The young men of Europe are not normal. How could they be? Before they were full grown they were in hell.

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"Children are not normal. Terror and sudden death were their daily companions. Little ones, still little, have seen their playmates blown to heaps of bloody rags. Wives that waited with hope have waited in vain. Hundreds that have longed for their wives with overwhelming longing have returned to find themselves supplanted. Perhaps a child of his wife's, no child of his, toddles to greet the returning soldier.

"Fear, hatred, love, despair, disappointed hope, are emotions powerful beyond all logic. To these add shattered homes and broken mills, flooded mines and ruined fields that at any moment may belch forth with flame and death as the plowshare meets the unexploded shell. Still add an increased cost of living which makes you increased cost look like a bonus. Add a real shortage of eggs and milk and sugar and in some places flour and you picture large areas of Continental Europe.

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"Yes the continent of Europe is in trouble and it is trouble you can not get away from, trouble that will come after you and haunt you, trouble that the call of the blood will bring right here into your domestic politics and there I must leave it—for that is forbidden ground.

"When you read stories of conflicts between Britain and France and Italy I beg you do not believe them. A few weeks ago I sat on the Supreme Council of the Allies through a series of discussions. I know the men who are there; I know their mind and temper and their policy, and without hesitation I say the reports published about San Remo are fantastic. Of course, there are differences of opinion as to method before each conference meets. No one expects a whole nation to think alike. Germany and all Europe will get back to work and life after more or less suffering. Perhaps there will be disorder, there may be upheavals, but the people will win through.

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"The great question you have to decide is this: Are you going to stand by and wait for Europe's troubles to come after you, as come they will, or are you going to help Europe?

"I shall tell you Britain's answer to that question, for she, too, had to answer it. (On a business footing we are prepared to do all we can; on a charitable basis we cannot do much more). I dare, not presume to suggest what your answer should be, but this I believe from the bottom of my heart that all the nations of Europe, including Germany and Russia, have to be got back to work and solvency before business or trade or, for that matter, anything that makes the life of millions worth living is possible.

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"These are difficult times for all of us. We need sanity, courage and good will, the rooting out of suspicion, the dying out of anger. I believe firmly that even at the cost of heavy burdens we must try to pick up the broken, to instill hope into the hopeless, to be ready with the hand of fellowship and the smile of fellowship to greet all who raise themselves even from the dust in an effort to do something to build a saner world out of the fragments of a broken era.

"I know you as a nation well enough to prophesy that when the building is done you or your sons will be able to look back and say we are glad that we took the larger view. This is our handiwork as well as theirs.

"I said at the beginning, I wonder if you know how great your nation is? As I sit down I say the same: I wonder if you know how great your nation is? I am thinking of the American spirit—one of the three or four great powers, great forces of the world."

## The Physical Education Movement in the United States

By E. DANA CAULKINS,

Manager, National Physical Education Service, Washington, D. C.

Dr. Charles W. Eliot, president emeritus of Harvard, discussing the outlook for 1920, says:

"It is well for the American people to consider the moral gains they have made since January, 1917. Out of the war, and particularly out of the draft, are coming great improvements in American education. There is strong hope that the National Government will take active part in securing universal physical training for all children and youth, universal instruction in personal and community hygiene, and universal acquaintance before the eighteenth year with the elements of domestic and agricultural arts, and with the processes of scientific reasoning."

"Train the boy right in his youth, with especial emphasis upon the development of a good body and the spirit of both obedience and initiative, and in case of danger the military army of the nation in a surprisingly short time can make a soldier out of him," says Major General Leonard Wood.

"We cannot be too grateful that occasion has been given for a general agitation concerning the importance of health and the need of systematic care and nurture from infancy up to secure physical efficiency," says Professor John Dewey.

The three men just quoted are standing respectively in the middle, and at the extremes of a great social question. Dr. Eliot reflects the thought of a conservative progressive, if the phrase is permissible, and General Wood and Professor Dewey are eloquent spokesmen for the opposite camps of preparedness and pacifism. Yet all three agree upon this point. Of course, there can be no debate as to the necessity for physical education. That is why the movement is going forward so rapidly in all parts of the United States.

As Dr. Eliot has pointed out, the majority of the physical defects disclosed in surveys of American school children are capable of being remedied. The fourteen States which have

passed physical education laws are making an effort to reach their children before it is too late to help. Here is a patch of sunlight on a dark situation.

To emphasize the necessity of physical education in many an American audience is to invite a controversy. Where there is most need of it, there is the greatest amount of opposition. Year in and out, physical as compared with other branches of education, must be emphasized until all Americans realize that it is a vital part of the program of sane living.

Harris Hart, the distinguished superintendent of public instruction in Virginia, recently pointed out to the writer that it should not be necessary to speak of physical education. If a perfect system of education were in effect in all parts of the United States, the mental, moral and physical elements would be correlated. One would not be advanced at the cost of the other. When that stage is reached the state and national organizations which are working in behalf of sound bodies and normal physical life for the youth of America would be able to lay down their arms with a clear conscience.

### LEGISLATION

It so happens that there never was a time when the movement for physical education in the United States was more heartily supported than it is at present. One reason for this is that the people of this country have been aroused by the revelations of the draft and by surveys conducted among the school children. And now it begins to look as if a great number of individuals and organizations will be lined up in support of a national bill which has been drafted for the purpose of doing away with the evils uncovered by the army examiners and the school doctors.

Most of the men who have come to the front in physical education have been consulted about

this bill. Dr. Dudley Sargent has sent his comments and suggestions from Massachusetts and Clark Hetherington his criticisms from California. Every party in the physical education ranks has been brought into the discussion of the bill. The result is a legislative draft which will shortly be submitted by the National Physical Education Service to Congress as a measure of public safety. Comprehensive as is the programme contained in this bill, its main aim is simple; it is to give every child between the ages of six and eighteen the opportunity of a health examination at regular periods, as well as instruction in the principles of living and physical training. The existing educational and health departments in the separate states would be utilized to reach all the American children between designated ages.

There is nothing in the bill that would take away State rights in educational matters. It is the belief of the men who are supporting the bill that State educators and health authorities will welcome the financial assistance that will be afforded through a Federal appropriation. The total sum of money to be asked for in the first year is \$10,000,000, which is not adequate to establish a universal system of physical education, but which will lay the groundwork for such a program.

It is interesting to note that Rupert Blue, Surgeon-General of the Public Health Service, and Dr. P. P. Claxton, Commissioner of Education, are heartily in favor of the physical education movement which is sweeping the country. Dr. Blue points out that physical education takes care of the health of the girl as well as the boy.

In addition to the movement looking toward Federal action, there are campaigns going forward in seven states—Georgia, Louisiana, Kentucky, Massachusetts, Mississippi, North Carolina, and Virginia.

In Kentucky, the State Board of Health and the Child Labor Association recommend that physical education and health protection of children should be developed through a new bureau in the State Department of Education. The Board of Health and the Child Labor Association favor legislation such as is recommended by the U. S. Bureau of Education and the National Committee on Physical Education, out of which bodies grew the National Physical Education Service. Surveys made in Kentucky show the immediate need of physical education of school children. Physical defects are found in a large proportion of the boys and girls examined, particularly in the rural sections.

In Virginia, the National Physical Education Service is working with the Education Commission, appointed by Governor Westmoreland Davis, the State Board of Health, and the Coöperative Education Association. The Education Commission has just recommended that

each superintendency division of Virginia employ the services of a school nurse or school physician for full time. The reason for this recommendation is to be found in the physical condition of Virginia school children. The State Board of Health called for an inspection of students a few weeks ago. Principals of 316 schools sent in reports and 18,456 children were examined. The number of children with defective vision was 4,333, or 23.4 per cent. of the total. The number of children with defective hearing was 1,198, or 6.5 per cent. of the total. The number of children with defective teeth was 8,820, or 43.3 per cent. of the total. The number of children with poor nutrition was 1,451, or 6.18 per cent. of the total.

Examinations made in recent years in that state all go to prove that the figures given out by the State Board of Health in this connection are quite conservative and that some counties would report worse conditions if exhaustive surveys were to be made.

The Health Education Committee which has headquarters in Boston, and which is conducting a campaign in all parts of Massachusetts in behalf of the State physical education law announced that prominent organizations have endorsed the movement.

According to the terms of a bill fostered by the National Physical Education Service through its Mississippi Committee, boys and girls in all the elementary and secondary schools of this state will receive a physical education course prescribed by the State Superintendent of Education. This bill has behind it a number of organizations and individuals in Mississippi.

The Mississippi Committee stated:

"In all parts of the United States, physical education is claiming public attention. In this state the people are alive to the importance of this issue, and are determined to solve the problem of physical inefficiency through legislative action. The bill proposed by this committee has been drawn up in order that the children in Mississippi shall attain the healthy growth and normal organic development that is essential to them. The programme of physical education provided by the state superintendent of education will take as many hours each week as may be decided by the superintendent with the approval of the State Board of Education. The superintendent, under the provisions of this bill, shall make adequate provision for instruction in general hygiene, periodic health examination and advice on health training through physical exercises, games, play, recreation and athletics."

In the Southern States, emphasis is being laid upon the poor condition of rural pupils. In spite of the fact that farm boys and girls are supposed to get plenty of fresh air and to live in healthful surroundings, the fact remains that this class of American youngster is rather more

in need of physical education than the city children. So the State legislators are being told that it is up to them to provide better courses in physical education.

Dr. Woods Hutchinson has written on this subject that:

"We have not improved matters much by substituting the school for the yard, the field and the shop. We have simply attempted to correct under-development of the child's body by over-development of his mind. Since he no longer has any safe place to play, we must shut him up in the school room all day long. . . . The real business of the child is not to pass examinations, but to grow up. And where can he find time for that under the present system? . . . As physicians, we must demand that the schoolroom, admirable as are its aims and its motives, must relinquish at least one half of its claims upon the time and strength of our children; that at least half of their education should be carried out in nature's school—the open air. . . . The playground is the chief field for the development of body and mind: of training for social life, for organization and combination with his fellows. The real life of the child is lived not in the schoolroom, but on the playground. One of the most valuable influences of the school is the effect of the children upon each other. But this can be attained in its perfection only on the playground. Cut down the school hours one half and double the playground hours, and you will have done more for the physical, mental and moral health of young America than by any other possible step. Better a playground without a school house, than a schoolhouse without a playground."

A great many American communities have come to understand the wisdom of the doctrine advanced by Dr. Hutchinson and other authorities. Boston, for instance, holds a number of outdoor records. She claims the honor of being the first city to establish gymnasiums out of doors. She says also that she started the first outdoor bathing beach. These distinctions may be added to others; namely, that she began medical inspection of her children before any other city, and that she was the first to authorize a department of school hygiene. The introduction of all-the-year-around athletics, under the guidance of this department, has been made in Boston. Each of the one hundred thousand school children in that city has the opportunity to take part in outdoor exercise throughout the year, in school months as well as in vacation times.

The long summer vacation, a source of danger to many children from poor families, is thus bridged over in Boston. Boys between the ages of twelve and twenty are particularly well cared for. All through July and August instructors from the department of school hygiene were stationed at the playgrounds in each school district for the purpose of coaching the boys for the weekly athletic meets and giving them general training. The weekly meets were open to all the boys of the city, whether they went to school or not.

With municipalities, states and federal agencies taking part in the movement, assisted by powerful national organizations, it will not be long before physical education begins to take its rightful place as a primary factor in American life.

## **Sulkiness**

WHAT WOULD YOU HAVE DONE ?

By LYNN DAVIS HICKS

What would you have done with this mother's problem?

Mary was invited to a party and wanted to wear her new blue dress. But the new blue dress was not finished and the new pink one was, so obviously the one to wear was the pink one. But Mary wanted to wear the blue one, for no apparent reason other than that it wasn't finished. Mother could finish it in a few minutes, she said, with no idea of how many hours it would have taken to finish it. So Mary sulked and said she would not go.

This instance was one of hundreds. Mary sulked whenever things did not go to suit her. Most every day she came home from school with the complaint that the other children would

not play with her and wouldn't play what she wanted to play.

Sulkiness has not one leg to stand on. There are faults and misdemeanors of childhood which make for themselves the pleas that they are amusing to the perpetrator or to his elders, that they are such fun, that they are clever, and so on. But sulkiness can make no plea for itself. It isn't funny either to the child or to anyone else, it isn't clever or smart, it isn't even wickedly enjoyable. Well, to give the devil his due, we can say for it that it isn't criminal—no one was ever put in jail for being sulky,—except the jail in which they put themselves. For to let the sulks settle down on you is like locking yourself in a prison cell. You



can't run and play and be free and enjoy life! Something as strong as iron bars holds you back. They seem overpowering, often. So Mary's mother worried because Mary sulked. She realized that Mary's complaint of the school children would be her complaint of her associates all through the school of life. They wouldn't want to play with her—they wouldn't always play what she wanted them to play.

Was it fair to Mary or to those who would have to be thrown with her through the years to let her keep on locking herself in that prison of sulkiness?

"Now just look at that!" Mary's mother exclaimed in exasperation on the occasion of the party. "What can I do with her?"

The frivolous, single aunt was there. "I'd tan her so she'd be glad to go to a party or anywhere else to get away—pink dress or no dress!"

"Her father says to just let her sulk it out," the mother said, "but I declare, I hate to have her miss the party. Would you try to finish the dress enough for her to wear—I wouldn't have to do the buttons and button holes, I could just sew it up on her, and baste the hem in and the ruffles on."

"Spoil her to death!" the sister exclaimed. "That's why she acts this way now. If she were my child she'd go in the pink dress or she wouldn't go at all."

There is a possibility that the reason Mary sulked was because she had been spoiled by getting what she wanted when she did sulk. If such were the case, then the answer is as easy as two and two. Let her learn that sulking not only would not get her what she wanted but would bring on her the added punishment of isolation or of unpopularity, such as hurt her at school.

This school phase of the matter, however, suggests that being spoiled was not the reason of this particular Mary's sulkiness, for the shrewdness that taught her that to sulk at home won for her what she wanted would soon have led her to the discovery that to sulk at school brought loneliness and unpopularity, and did not make the children play what she wanted. She certainly was self-willed, meaning that she had the very desirable quality of knowing her own mind. No one would have had that different, but in Mary it was combined with the desire to lead and the lack of that subtle something that makes others want to follow. So that Mary's life problem seems to translate itself into the matter of subduing her own wishes and making herself attractive—and thus happy—by learning that gracious and sunny amiability which is the essence of pleasant social intercourse. This does not mean subduing a strong will till it becomes willy-nilly (if such a thing is possible)—acquiescing in proposals of things wrong to do. Every child can very readily learn to make the distinction between being pleasantly agreeable

to the proposals of others and allowing himself to be persuaded to do something that he knows he should not do.

There is no doubt about Mary's being able to understand the matter of choice. She prefers one dress to another, she prefers one game to another. Well then, so do the other children, and she can readily see that just as she discards the less attractive thing, so will her playmates accept the game that appeals most strongly. Let her see clearly that in this also she can make her choice—she can either stand off and be disagreeable so that the children will not have anything to do with her or she can go into their games with a sweet willingness that will win for her the popularity that she apparently craves.

When we go to the roots of children's faults with the idea of searching out the cause, the better to cure the trouble, we are often surprised to find that not the child but those with whom he is associated need the correction. If a mother has, by giving in to a child, fastened on her this habit of sulking, then it is the mother whose ways need correction. If, by ruling several younger sisters and brothers Mary has grown so accustomed to having her way followed that she gets upset when it is not, then some arrangement should be managed whereby each child in the group is allowed to choose what they shall all play that time. Besides subduing the dominating will, this develops the others which might grow unfortunately lacking in initiative if allowed to always follow.

This subject of sulkiness brings to mind a mother whose clear vision and common sense fastened her on my mind. Her boy of ten or twelve sulked one day when something was denied him. He was also, she said, in the last few days, getting so sensitive that she couldn't say a thing to him.

"I'll give him a pill tonight. He's bilious, I reckon."

She gave him his pill; it restored his usual attractiveness. Her diagnosis of his trouble had been swift and sure, the applied remedy gratifyingly effective.

And so must every mother diagnose her cases and prescribe thoughtfully. Will you, when your child sulks, give in to him, thus fastening the malady all the more securely on him? Will you, when he has an occasional "spell" diagnose it as a physical thing and give him his pill? Will you, as Mary's father suggested, always let her sulk it out, as a physician who would turn from a case of measles saying, "Let her get well the way she got sick!"? Will you, as Mary's aunt suggested, "tan it out of her" and by so doing not only aggravate the sulks but engender resentment and bitterness and lack of self respect in the child? Or will you search till you find the root of the trouble, and then work accordingly, changing your own methods

if they are wrong, or talking with the child, making her want to overcome this thing in herself and guiding her to the methods?

To make any child want to overcome his faults is three-fourths—no, nine-tenths of the battle!

## Mothers and High-School Girls

WHAT SHARE HAS THE MOTHER IN THE SUCCESS OR FAILURE OF HER DAUGHTER AT HIGH SCHOOL?

By MARIE BOSSARD

"Ugh, egg-nog! I hate it. Reminds me of the days when my mother used to meet me with it at the door when I came home from school. It was just before commencement when so much was going on, parties, and dances and things that she didn't want me to miss, don't you know, that she used to make me take an egg-nog every afternoon as soon as—"

The strident voice was utterly out of harmony with the quiet of the evening which had lured even Aunt Lydia out on the front porch. In the little group of passersby the speaker was conspicuous no less by her ultra-fashionable clothes than by her loud tones.

Aunt Lydia's eyes followed her a moment, then sought the more grateful scene which stretched before us down the sloping hillside. The color had not yet faded from the sky, and in the gentle breeze the tree tops nodded approvingly over friendly roofs, above smooth lawns, blossoming flowers, and fruitful gardens. We knew what she was thinking. She had high hopes for this thriving city. She was proud of its enterprise, its progress, its beauty. But she thought of it not in terms of wealth, resources, possibilities, material greatness, but rather in terms of human values and human potentialities.

Presently, when the sound of footsteps had died away, she sighed. "Yes," she said, "I've known such mothers, and such daughters too."

"A little indulgence now and then," laughed Cousin May—

"Is shown by the best of mothers again and again," finished Mary Louise. "But I agree with your Aunt Lydia. I've known such mothers and such daughters. I'm almost tempted to tell you about Margaret Mead."

Mary Louise has been a high-school teacher these many years, and has become an inexhaustible source of information on "the young cherubs" as she calls them. We settled down to listen.

"All right. Enter Margaret," I prompted.

"Do you really dare me to begin? Well, Margaret Mead was a second-year student when I first knew her—an attractive girl and in many ways altogether wholesome. She was an expert swimmer, and with her sunny disposition

and obliging manner soon won a large following of ardent admirers. Her natural powers of leadership were encouraged, and it seemed as though our Margaret was to be a wonderful success, for with all this she was not inapt at her studies. But alas, she had a mother—a blind, doting mother, I mean.

"I'm so glad Margaret is getting a good start at school," this mother would buzz. "I want her to have all her time for her studies and for enjoying her school life. I do not ask anything of her at home. I want her to have every chance for her school affairs."

"It did not take Margaret long to appreciate the situation. By midwinter the fond mother complained, 'Why, we hardly see anything of Margaret these days. Her school life keeps her so busy. When it isn't gymnasium, it's reference work at the school library, or debate, or committee meetings until five and six o'clock, and half the time she has to go to the public library for something or other after supper besides. It's really just awful the way those high-school pupils are kept busy.'

"Mrs. Mead refused to see that most of Margaret's committee meetings were self-appointed social affairs. She did not know that the public librarians were devising methods of cunning to prevent the reference room from becoming a Cupid's corner, and that her studious Margaret was growing to be a real problem at school. For in lingering after school hours she never did anything that was directly reprehensible, but she did acquire the art of being merely exposed to educational surroundings. She did less and less work for the classroom; little by little she leaned away from the strictly straightforward, until she became downright crooked in her subterfuges.

"And yet with her sweetly selfish ways Margaret wheedled her mother into slaving for her and going to the extremes of self-denial so that the daughter might lead the gay social life of the high-school butterfly."

"Couldn't the teachers do something to get hold of the girl and to enlighten the benighted mother's mind?" I ventured.

"We tried. As for Margaret, her motto was, 'We strive to please.' Nothing was more encouraging than the way she responded to a

little heart to heart talk. But it was all for the moment only. Pure adaptability, which she practiced like a studied art.

"And as for the mother, little do you know such mothers if you think a mere teacher could open her eyes. Why, Margaret was adorable! Didn't she win the first medal in the girl's aquatic contest? Wasn't she the sweetest warbler in the high-school glee club, and the prima donna of the vested choir in her church? And hadn't she been elected Vice-President of her class, and President of the Girls' Aquatic Club? Moreover, she passed in all her studies the first semester—by a narrow margin.

"Of course, Mrs. Mead hated to see Margaret's standings reach the danger mark, but then, standings weren't everything; and when warnings came from the office that her work was unsatisfactory, what a beautiful defense mother made for daughter.

"We know she has been frightfully busy," was her plea. 'She has so many irons in the fire. But we feel that these other activities are worth a great deal to her, and it's awfully hard to draw the line and say, 'You must stay at home this time,' when all her friends are going. And she really puts a lot of time on her studies. You know I don't ask anything of her in the way of work at home.'

"A promise to look into the girl's methods of work was the only result of such interviews. Mrs. Mead was perfectly frank in admitting that Margaret was not accomplishing what other girls were doing. At the exhibit of the classes in sewing, in millinery, and in arts and crafts, her admiration of what the other girls had done was undisguised. 'I wish Margaret could make some of her own clothes and things. And look at that lovely jewelry, and even furniture. She can't do anything of the sort. Some day I want her to learn. But she is so busy now, and I do want her to have a good time while she is in school.'

"And be assured Margaret did. What has become of Margaret?—Oh, it took her five and a half years to make enough credits to graduate, and during the last years neither father nor mother nor daughter were exactly confident of the genuineness of the 'good time.' But it did not matter much. She was taking a great interest in the pipe organ now, and the last I knew she was devoting herself to church music. There was an attractive young assistant rector at the church."

"But you don't consider that girl a typical example, do you?" asked Cousin May. "Aren't there hundreds of girls who wouldn't take advantage of their parents in that fashion?"

"Yes, there are. But then there are other problems. So far as I am able to see, parents always invite trouble when they say, 'I don't ask anything of my child. I want her to get all the pleasure there is out of school life. I

want her to enjoy herself while she has the chance!'"

"Quite right," said Aunt Lydia. "Take a girl who does not care for the social aspects of school life or for athletics, but who loves books. She is likely to become a poor little book-worm who reads herself into dullness as Jennie Warner did. Perhaps you remember her, May."

"Yes," returned Cousin May. "Wasn't Mrs. Warner the one who kept a little home bakery? I can fairly hear her now in her rusty voice: 'My Jennie, she just loves books, and I don't want her to have to work as hard as I'm doin'. No siree, some day she'll be earnin' her livin' nice an' easy. She's goin' to high school now, my Jennie is, an' I ain't makin' her work now neither. She's havin' just all the time she wants with her books, an' I tell you she does love books."

"Poor woman," Aunt Lydia went on. "She meant well enough. But the books Jennie loved were novels. She devoured them at the rate of one a day, and admitted that she couldn't remember by the end of the week what any of them were about. She was sent home from the State Normal School she tried to attend, because she was nervously unfit."

"Exactly," continued Mary Louise. "Or you may have a genuine lover of knowledge, a frantic student like Mary Felton, who finished high school last year. She was at first a brilliant pupil in the class room; then unendurably conceited and self-satisfied; then superior, dwelling in solitary aloofness; and finally, disjointed from the world, understood by no one and understanding no one; and most pitiful of all, she was the despair of the widowed mother who had sacrificed everything to make her what she was."

Here Cousin May objected. "But if a boy or girl has some other hobby,—not parties and dances, and not books, but a wholesome hobby like Camp Fire or Boy Scout work or kodakery or hand work of some kind, it seems to me that indulgence of parents is as harmless as water on a duck's back."

Mary Louise was not slow to reply. "It does make a difference, I grant you. Such hobbies keep the young people busy both body and mind, and give them something to think of besides sheer pleasure. But even then the danger I speak of is still courted.

"The point is this. Why should parents insist on cutting off the natural life of their children for a time—for that is what they do—by seeming to say to them, 'During these four years I want you to live just for your individual, personal pleasures.' I maintain that is unwholesome because it is unnatural. From early childhood there is no greater source of pleasure for both boys and girls than the doing of things worth while for others. To be allowed to share

responsibility, to perform duties distinctly their own, to be producers, that is what they like. At high-school age they develop by leaps and bounds; they consciously arrive at greater ability from day to day. Why should they be prevented from employing that ability, prevented from assuming new responsibilities and performing real duties, becoming more successful producers than ever before?

"To come back to Margaret. She was a girl of energy and promise. She was perfectly capable of pursuing both the usual amount of intellectual work and the other activities—athletic, musical, and social,—and then domestic art and craft besides. If she had carried on the domestic work at home, her mother would have gained a friend as well as a helpmate in her daughter. If she had done it at school, Margaret would have appreciated her home and her mother in a new way, and would have been a more efficient as well as a happier girl. In either case she would have remained well balanced, and would not have had a record of wasted years to look back upon.

"The same is true of the other girls we have spoken of. By making it possible for the girls to indulge their whims so completely, the mothers instead of helping them, only laid stumbling blocks in their way, and prepared disappointment for themselves."

"Just so," Aunt Lydia hastened to say. "Your Margaret's hobby happened to be having a good time. Suppose it had been the violin, or golf, or raising rabbits, or needlework, or what you please, it still would have had the same harmful effect, because the attitude is fundamentally unsound.

"The idea is that the girl is to live wholly unto herself, governed only by her own desires. What does it amount to but dooming her to a barren desert of existence if she lets herself be so confined? Boys are more inclined to seek outlets for their energy—to enter into business enterprises, to develop mechanical ingenuity, to undertake nature studies, make collections of one sort or another, and so on; but girls when given free rein have more chances to be selfish and narrow than boys do. And ninety nine times out of a hundred, if a girl of high-school age is narrow and selfish, her mother has made her so. The worst thing that can happen to a young girl is to have her mother set her to thinking only about her own pleasure."

After this emphatic declaration, Cousin May gravely shook her head and smiled. "Bad blunder, surely," she said. "But now I'd like to register an opinion all my own. I have always been inclined to think that the very worst mistake mothers make is in trying to keep the girls too closely bound up with home problems and with themselves. Why, I know one girl in particular whose mother just forces her companionship upon the girl so that the poor

thing has never had friends of her own. She's almost a stranger among her schoolmates. She and her mother are inseparable: they work together and play together, they walk together and shop together and travel together, and the girl is absolutely alone except for her mother and father. It is pathetic, really."

"That strikes me as a different kind of parental indulgence," began Mary Louise once more. "It makes selfish mothers; the other makes selfish daughters. In my classification such mothers are set down as indifferent. They think they are interested in their children, but in reality they are not. They are primarily interested in themselves and in their numerous pursuits. Here's the reason: whether a mother overrides her daughter by absorbing the girl's attention in her (the mother's) interests, or whether she does it by the opposite extreme of neglecting her, is of little consequence. In either case she is not truly interested in the daughter. She does not see her as a young person whose life must run its own course to the highest possible end.

"And there's another type of mothers whom I place in this same category: the mothers who are eternally busy with outside affairs—bazaars, and Ladies' Aid, and clubs, and lodges, Rebeccas and Stars and W. R. C.'s and W. C. T. U.'s and all the rest of them; so busy, they whirl around in a self-generated Corner-State-and-Dearborn-Street atmosphere. I've smothered in this atmosphere even in a cozy-looking vine-covered cottage on a sleepy village street. Such people are throbbing with humanitarian impulses, but with them charity does not begin at home. They have hardly a speaking acquaintance with the members of their own families—too busy to learn to know them."

"Oh, yes, there are such people," replied Cousin May. "But they are not average cases. Most mothers are tied down by their home duties; in fact they are unable to keep up with them. I know many a woman who is caught in the mad whirl of affairs right in her own home, and would be only too glad to have things slow down. But what can she do with a house full of people to look after, and trouble coming so fast that when the poor creature goes at her work in the morning she meets herself dragging along weary and wan from the night before."

Here Aunt Lydia sat up erect and quietly announced, "She has no business to let herself do that. Remember we are talking about women with daughters of high-school age. The fault with your 'poor creature' is that she crushes herself under her own burdens. No one, no matter who he is or what he has to bear is justified in doing that. I'm talking the common sense of Christianity.

"But we want the viewpoint of the girl. Let a mother pity herself for her own hard lot, and what happens so far as the girl is concerned?



If the fourteen or fifteen year old girl is at all sensitive, she refuses to add trouble about her little affairs to a person already overburdened. She therefore becomes reserved and uncommunicative; she silently lifts as much of the load as she can from the mother; she denies herself time for her school friendships also, and starves for want of one with whom to share her aspirations, her problems, and her triumphs."

"That is a dismal picture," remarked Mary Louise, but it is true. I know such cases only too well. But, Cousin May, I place them in the same class you were objecting to, that of the indifferent, self-centered mothers. 'Self-centered mothers' sounds like a paradox, yet there are such people. Anybody who indulges in pitying himself is self-centered, mothers as well as other individuals. But if a mother is so afflicted, the daughter of high-school age suffers most under the strain.

"Only last year I had several girls of the kind in my classes. One was the oldest of a workingman's family of eight, a brave, rosy-cheeked lass with pleasing features, but with eyes whose hunted look haunted you. Another was the child of divorced parents. She lived with a grandmother who hated the whole world because she had lost her fortune and now had to keep boarders to make a living. Her discontent with her lot was written all over her face. No wonder the grandchild was erratic, and seized with greedy passion upon your favor if once you showed a kindly interest in her. Of course neither of these girls did themselves justice in school.

"And there was Mabel Slater, vigorous, impulsive, generous as was her father, the portly butcher. Her mother was an energetic woman who hurriedly dispatched the tasks of home and family to enter upon pursuits pleasanter to her, for she had visions beyond the duties of a butcher's wife. Mabel was an early riser, did half the housework for a family of seven before she came to school in the morning, helped in the meat market from four to six in the afternoon, and after supper rode to the South Side to call for a chum, and in chivalrous manner escorted her to the movies and home again, then finally returned home herself, alone late at night. This she did regularly. Her troubles began when she suddenly hired out as maid of all work in a home not five blocks from her own, and began her chosen work without a word to her parents or friends, leaving it to the school truant officer to discover her whereabouts."

"What on earth possessed the child?" I exclaimed.

"She came back to school all dimples and smiles, to tell me that she could not work with her mother because she bossed too much. Mabel knew she could run things alone if she had the chance, so she just thought she'd find a chance. Anyway she never got her lessons at

school because she wanted bigger things to do, she added.—A bald example of this indifference between mother and daughter at its worst."

"And a good illustration of your theory that girls want responsibility, not thrust upon them, but proudly assumed, if you please," chuckled Cousin May. "Aren't you about to conclude that mothers are nuisances anyway, always directly or indirectly spoiling the careers of their daughters?"

"Oh, I wouldn't for the world do that, and you know it, fair Cousin. I've been talking about only two kinds of mothers, the over-indulgent and the self-centered. We all know the third kind, those who really understand their children. Genuine sympathy between mothers and daughters is as beautiful as song and story ever portrayed it, and I could give you any number of instances of it from school experience. You don't want me to ramble on all night, but I must tell you about a few.

"First, there was Mrs. Worthman, a widow left with three children in such a position that she had to carry on her husband's business for several years after his death. Eight hours of every working day had to be spent at the office. Then came the cares of home making and keeping. But you never found her pitying herself. When you expected a complaint, you would hear a funny rhyme instead. She was contagiously cheerful, and made the children's household tasks—for they worked on a coöperative scheme—a joy and a delight, and their progress at school her source of pride and hope. And how the children did strive to justify her hopes.

"And there was Mrs. De Fries, a little Dutch woman. Her husband was only a poor cobbler, and the family was large. Of course the mother worked hard. But whenever occasion offered at school, her girls came with beaming faces to present their little mother, toilworn, but radiantly happy. Teacher and parent might never have met before, but in the girls' esteem they were mutual friends, for hadn't these girls shared their school experiences with their mother daily? Of course she knew all about every teacher. Mother and daughters had a great purpose about which everything centered, and that was, to live worthily in this wonderful land of opportunity. Every opportunity was to them a challenge, and the biggest and best of all was the challenge of the public high school. All together they had accepted it, parents and children alike; and particularly the mother's share in the education of her girls was reflected in their very breath and being.

"I must not forget the mayor's wife. Neither wealth, nor public notice, nor social activities, nor church duties—her interests were many—could disturb the close relation between this mother and her daughters, or interfere with the beautiful way in which they worked together

and played together both formally and informally."

"You haven't said anything about the success of the Worthmans and the Dutch girls and so on at school," I suggested.

"That is so largely a matter of cause and effect in my estimation that I forgot to say it in so many words. The girls from all these homes were delightful students, and more than that they were well developed, well balanced, thoroughly efficient girls. The social station and the education of the mother have nothing to do with it. It is the spirit behind it all that counts."

Aunt Lydia nodded assent.

"And you give the mothers the credit for it all?" demanded Cousin May.

"Quite largely, at any rate. A mother's influence over the girl of high school age is

bound to be of powerful import, fully as much if she goes to high school as if she does not. Yet there seems to be a hazy notion abroad that when a girl enters high school all other forces almost cease operation, and chiefly the influence of the high school is to be held accountable for whatever results.—Yes, I would emphatically say, to the mother belongs most of the credit."

"Why, certainly," echoed Uncle Will's deep voice as he approached in the shadow of the walk. "Always give the mother the credit. But you will have to postpone your settlement of the world's problems until your next session. Meeting is declared adjourned."

"Until then," reminded Aunt Lydia, "remember that we established one point at least: mothers are more important than they suspect, even in the success of their daughters at high school."

### Dean Coffman's Views on Federation of Teachers

I am in favor of an American Federation of Teachers, but not an American Federation of Teachers affiliated with the American Federation of Labor. I have a keen appreciation of the conditions which have been responsible for the creation of the American Federation of Teachers and I have repeatedly used such influence as I could command to remedy them. I believe that the teachers of America should be associated in a national federation with the state associations as units in the national federation and local associations throughout the various states members of the state federation. Each of these units should keep itself free, unincumbered and unattached. It should be in that independent position which will permit it to lay its program for the benefit of public education before any and all organizations which ought to join with it in improving conditions. The present movement to affiliate with the American Federation of Labor will defeat this end. I am convinced that in the long run it will prove injudicious and unwise, both for the American Federation of Teachers and the American Federation of Labor to effect this union. Moreover, instead of developing a wholesome craft spirit, it will lead inevitably to a schism in the ranks of the teachers, and this breach, unfortunate at any time, is doubly so now, when the wisest possible guidance in the public schools is needed to insure those things which are fundamental to social stability and to the ideals of democracy.

Class consciousness is to be commended but class dictation is the most insidious virus in American life today. The situation becomes more difficult when the dictation comes from a special group within a class. In these parlous times it is well to remember that the public schools must not and cannot become the agents

of any particular class or group, nor should they be permitted to become fertile soil for the spreading of any propaganda. They are the creatures of all the people and thus must be used to minister to the common weal. Should the teachers or any considerable group of them ally themselves with any organization whose primary purposes are only indirectly or incidentally related to those which should dominate a teachers' federation, it will follow that the psychological processes of the teachers will eventually be influenced by those of the group with which they are allied. They will no longer be free agents.

Attempts at special class control, if persisted in, can only result in insecurity and instability. To be sure wrongs must be righted, and injustice and unfairness, wherever they exist, must be protested and corrected. Many changes must come, but they should come as a result of intelligent planning and careful investigation on the part of the teachers. In making these plans teachers are clearly entitled to and should receive more of a voice than they have had in the past.

Your second question asks my position on collective bargaining. I presume that you merely wish to know what I think of it as applied to teaching. If by collective bargaining you mean that the teachers should act collectively to secure uniform salaries to be administered at a uniform rate, then I do not believe in collective bargaining. If you mean that teachers should be privileged to use coercive methods even to the point of striking in order to improve conditions or to increase salaries, then I do not believe in collective bargaining. The American public has already given the answer on that subject to the striking policemen of Boston.

But if you mean that teachers should be so organized as to enable them to act collectively in presenting in the public forum and to officials in charge of the schools, their arguments and claims for better conditions, then I favor collective bargaining.

One of the most serious menaces we have at the present time in public education is that of insisting upon equal pay and automatic increases, irrespective of teaching efficiency. There should be automatic increases based upon experience and upon training during service but over and above these increases, we should stand for equal pay for equal service. If this principle were recognized and wisely applied, the distinction in salaries between grade and high school teachers would tend to disappear. It is a well-known and easily established fact that teachers teaching in the same grade and teaching the same subject may differ greatly as to their services. Our slogan should not be, equal pay for equal work, if by that we mean equivalence of position, but equal pay for equal work of equal worth. If we were dominated by this purpose, teaching could be exalted to a plane which it has hitherto not occupied. The tragedy of the school situation in the United States is the lack of adequate training in hundreds of thousands of teachers and the growing insistence that the untrained and inefficient shall be as well paid as the trained and efficient. Many are now drawing salaries whose competency and fitness for the work they are doing cannot be justified by the widest stretch of the imagination. These weaknesses cannot be remedied by suddenly thrusting power into their new and untried hands. Just as the right of suffrage makes trained intelligence a duty, so the opportunity to cooperate in plans for the improvement of the school makes an obligation and a responsibility.

The mere presence of opportunities and the securing of rights will not necessarily make any class any better. So far as the schools are concerned, the compelling influence for improvement should come largely from the teachers themselves, not from a particular class allied to an organization whose interests are not directly or intimately related to public education. The

teachers hold a strategic position. They can, if they wish, advocate and secure a program of organization which will insure adequate and fair representation for the consideration of all questions of policy. They can, if they wish, secure the establishment of a plan which will insure the payment of salaries in terms of the worth and value of the work done. To think and to act in cooperation with others, to base conduct upon collective judgment, to secure solidarity of action by mutual understanding and through the common avenues of intercourse is the only safe remedy.

The dominant note in American thought and discussion is rights. Everyone is seeking his rights. There must now be more thought of duties and obligations. Rights cease when duties begin. The only natural rights any one has are those he uses for collective welfare.

Every possible step should be taken to exalt and dignify teaching. Wider and more frequent opportunities and encouragement should be given teachers to exercise their initiative and to grow increasingly more useful in their work. The lamentable situation in many places with reference to salaries should be corrected. The best talent is none too good to teach the children of the state, but that talent will not be attracted and retained in teaching so long as artisan workmen without training and without experience are paid more than teachers receive. I believe that the schools must not become the agents of any particular creed nor the ground for the spread of any propaganda. The public schools are the people's schools.

Most cordially yours,

L. D. COFFMAN.

The foregoing letter was written in response to a telegram signed by a group of Minnesota teachers. It was read at a meeting of the graduates of the college of education, University of Minnesota, held during the meeting of the Minnesota Educational Association in Minneapolis.

At the election of officers for the Minnesota Educational Association Dean Coffman was overwhelmingly elected president of the association.

## Mr. Vanderlip declares Prohibition Greatest Economic Factor of Prosperity

Speaking before the Economic Club at Hotel Astor, Mr. Vanderlip recently said:

"With a clear insight and common sense we have amended our Constitution and have provided the greatest single economic factor looking toward material prosperity ever created by

legislative enactment. I believe that the economic value of prohibition will eventually be an influence for the prosperity of society, the like of which will amaze ourselves and the world."

## Child-Welfare Notes

That the United States has not quite lived up to its duty as a foster parent is brought out by the Seventh Annual Report of the Chief of the Children's Bureau, U. S. Department of Labor. This report states that very little is known of the children of our island possessions, and it urges that the needs of these children, who are legally under our protection, be made a subject for official investigation. This is urged especially for the children of Porto Rico and of the recently acquired Virgin Islands.

Such meager facts as are available indicate that the lot of children in these islands is not altogether a happy one. In Porto Rico, which has been for twenty years under our protection, there are according to the last report of the insular chief of police, "about 10,000 homeless children under twelve years of age who live by whatever means they are able, many of them begging or stealing, and most of them having no permanent lodging place, sleeping at night in boxes or on doorsteps, or wherever they happen to find a lodging place secure from the rain. These children are for the most part deserted and abandoned children of illegitimate parentage or orphan children whose parents have left no provision for their care and education, and they constitute a fertile soil for the implanting of criminal tendencies and are ready material for older people of criminal habits." In spite of the magnitude of the problem, no provision has been made in Porto Rico for the care of abandoned children, and the facilities for the care of delinquent children are inadequate.

The baby that is born in Porto Rico has not nearly so good a chance of survival as he would have if he were lucky enough to be born in the States. In 1917-18, 173 babies out of every thousand born in Porto Rico died before they were a year old. Though this death rate (173.4) was lower than that for the preceding year, which reached almost 200, it is very high compared with the rate for the United States, which in the same year was 94, and with that for New Zealand which has a rate of 48—lower than that of any country in the world.

One of the great problems in Porto Rico is that of illiteracy. Though the illiteracy rate has dropped perceptibly since our acquisition of the island in 1899, when four fifths of the entire population over ten years of age, and 82.1 per cent. of the children between ten and fourteen could not read or write, it was necessary at the time of the census of 1910 to classify two thirds of the entire population and half of the children between ten and fourteen as illiterate.

The Virgin Islands have so recently come into our possession that very little information is available concerning the children who live there.

They, too, undoubtedly, have the handicap of illiteracy, though perhaps not in so great a degree as the children of Porto Rico. In 1917, when we acquired the islands, one fourth of the population over ten could not read or write. The latest available rate for the United States, the purchasing country, was 7.7 per cent., and that for Denmark, the selling country, was 0.2 per cent.

The census report of the Virgin Islands does not give the exact infant mortality rate, but states that the rate is very high. A contributing cause to this high rate probably is to be found in the fact that large numbers of the married women are gainfully employed.

It is plain from the facts in our possession, says the Report, that the level of existence in the Virgin Islands is low. A study of the conditions surrounding mothers and children is suggested as a necessary preliminary to securing more satisfactory living conditions.

## GIVING THE KIDDIES A SQUARE DEAL

The child fed improperly is not getting a square deal in this world, however much else may be done for him by his parents. From start to finish he is under a handicap, mentally and physically, when in competition with those who have been given the right kind of food.

Surprising as it may seem, statistics show that the proportion of undernourished children in the better homes is large, just as it is in the homes of smaller incomes. The food served in the former may cost more and be in greater abundance, but it is quite as apt to be unsuitable for a growing child.

Wapella County, Iowa, is a prosperous community where comfortable homes are the rule and not the exception. Recently the county nurse and the home demonstration agent, with the aid of 10 volunteers, weighed and measured 2,189 children in the county. Of the children examined, 407 were below weight. Out of a group of 137 children in rural districts, who were weighed, measured, and inspected, only five were found to be normal.

To illustrate what proper diet will do for a child, two nutrition classes were started in Ottumwa schools. In one were eight children, each from five to 14 pounds underweight. They are being given one pint of milk daily for three months. One cup is given in the morning recess and one in the afternoon.

At the other school, a lunch is served at 10:15 each morning to the class selected. It consists of a large dish of well-cooked oatmeal, with sugar and whole milk, a glass of milk and graham crackers. The children are very eager for this plain wholesome food.



The records of gain are interesting. Every child has made at least a two-pound gain. One nine-year-old boy, 6 pounds underweight, has gained 8 pounds; and one eleven-year-old

boy, 17 pounds underweight and in extremely poor physical condition, have gained 9 pounds, and his general health is much improved.

## Children Practice Thrift in Many States

As a result of the plan originated by W. W. Thomas, superintendent of city schools of Springfield, Mo., it required but one hour's time to organize every section of the public school system of that city into Government Savings Societies. In that period, one hundred and forty-eight societies were organized with a total membership of 5,665 pupils formally pledged to save at least \$1,500 monthly and invest it in War Savings Stamps.

As a preliminary to the work of organization, Superintendent Thomas called a meeting of the principals of the schools two days before the schools were organized and explained the plan in conjunction with L. W. King, of the Savings Organization of the Eighth Federal Reserve District. The principals then organized the teachers of their schools so that the teacher of each room was prepared to put the plan into operation at the same time.

The efficiency with which the schools were organized has established a record for the state and it is doubtful if it has been surpassed elsewhere throughout the country.

Superintendent of Schools B. W. Tinker, of

Waterbury, Conn., reports that the 15,000 pupils in the public schools there bought \$14,525.15 worth of War Savings Stamps in September and October and that 33 per cent. of the pupils are regular purchasers, while many more are holders of stamps.

### PENNSYLVANIA

With the assistance and endorsement of Thomas E. Finegan, state superintendent of schools, every boy and girl in Pennsylvania who purchases at least one War savings Stamp and becomes a member of a Government Savings Society, pledged to save regularly and invest in government securities between now and January 1, will become the owner of a Certificate of Achievement.

These handsomely engraved "commissions" in Pennsylvania's thrift army are delivered to pupils in the state and private schools at "Banking Hour" every week. The activity of the thrift campaign in the schools of the state has been increased through the appointment of county superintendents of schools as thrift chairmen in nearly every district.

## When the Child Should be Kept at Home

HOW PARENTS MAY READ NATURE'S SIGNALS THAT SOMETHING IS AMISS—WHEN TO KEEP THE CHILD AT HOME FOR HIS OWN SAKE AND THE SAKE OF HIS SCHOOL FELLOWS—FEVER IS A SYMPTOM, NOT A DISEASE

(Timely suggestions from the Home Economics Division, Bureau of Education, Department of the Interior.)

Keep the child at home if he has a fever. Fever is not a disease, it is a symptom. It is nature's danger signal that something is amiss.

Perhaps the child has overeaten of the wrong food, perhaps there has been high nervous tension, perhaps microorganisms which produce so-called "colds" are at work, perhaps it is the premonitory sign of measles, whooping cough, scarlet fever, or any other one of the infectious diseases.

Keep the child at home for his sake and the sake of his school fellows. In all cases, save indigestion and nerve strain, you endanger the child and you imperil other children.

Keep the child at home that has a ringworm or any other contagious skin disease.

Keep at home the child that has any nervous twitchings—a child with nerve disease belongs outdoors. Make a good little animal of him and when he is that he can "catch up" in his studies.

Keep the child at home when there is an epidemic in the neighborhood. Until all women realize that it is no less than criminal to spread disease, mothers must protect their own by keeping them at home in times of danger.

Don't deep the child out of school for visits or visitors. Let him start in school fully equipped the first day and let only sickness or danger cause him to miss a day or an hour. When he is unavoidably kept from school assist with his lessons that he may not become discouraged or retard others in his classes.

## Happy Little Merchants

On the way home from school the children chattered like magpies. How excited and how happy they were! They were to have a store of their own and to really and truly sell things. There was Ned, who had always longed to be a man and make the bell on a cash register ring, and there was Jannie, who wanted to make things for people to wear because she was so tired of making them just for her dollies. Now they were to get just what they had sighed for so many, many times in the past.

The wonderful news of the children's store had been given to them that afternoon by their teacher after she had talked with the officials of the Junior Red Cross. She told the children of the many homes where there were little boys and girls who can not go to school because their clothes are so ragged and worn. She told them of anxious mothers and fathers who wept because they were unable to buy shoes and stockings for their little ones. And then she told them of the plan to have the Red Cross shop which the Juniors could call their own.

She asked them to gather together all the coats, dresses, shoes and stockings, hats and caps they had outgrown or put aside and bring them to the big room down town where all the stores were, for their store was to be just like all the others with shelves and counters and busy clerks.

Such a scrambling as there was in closets and garrets that afternoon when these happy children began the search for the stock of goods for their own real store! Just piles and piles of things were pulled out of trunks, drawers and chests. There was the little hat that had been worn that joyous summer in the country. Here was a suit that had to go in the cedar chest because Bobby had grown so fast he couldn't be buttoned up in it any more. Out from an old trunk came Beth's school hats that she just would not permit her mother to throw away because she loved them so. All were assembled together, and then the children were truly surprised to see what a fine store they had.

When shelves, racks and counters were piled high with what their teacher called "necessities which present high costs had placed beyond the reach of many people" they opened the doors and in came the crowds of eager buyers. The children knew their store would be a success from that moment.

Betty was very proud to march right up to one anxious woman, just like the clerk in her papa's store, and ask, "What can I do for you today?"

"My little boy needs some clothes so badly," answered the woman. "Show me the clothing you are selling for boys like mine."

When Betty walked to the door of the store with her customer, just as she had seen her father do when the rich Mrs. Warren bought a large bill of goods, she had sold to the woman a little coat for 50 cents, trousers for 25 cents and a hat for 10 cents, which completed the outfit.

"His father will hardly know his little boy when he gets home tonight," said the mother, whose face had lost much of the worried look it had worn when she came into the children's store. "His father loves him and works hard every day for him, but it takes so much money to buy the food and pay the rent that nothing was left for clothes. Now our boy will go to school again," she said as she lovingly patted the bundle and turned homeward.

So happy were the children over the success of the first day of their store that it was decided to keep it open as long as buyers continued to come. The dollars piled up at an amazing rate, and as the little merchants gained in experience their sales increased. And it was such fun! The money that was counted every night was added to the fund for making children happy everywhere.

Customers who came to the store received no charity. Everything they purchased had a price, even though but a few pennies. All were working together, and all were being made happy. By their work the children were supplying clothing that other children needed, and those who came to the store to buy were putting dollars into the fund of the Junior Red Cross, which, they knew, was seeking to make little children happy and to show them how to be helpful citizens. Everybody seemed to be helping everybody else.

This story is not what Betty called "make believe." It is a true story of what really happened in Oakland, Cal., when the children of the Junior Red Cross decided to open a shop of their own. And what a shop of sunshine and good cheer it was!

## Citizenship through Service

The ideal of the republic and the democracy is the rule of the majority. It means the serving of others and the negation of self. One of the ideals of the Junior Red Cross is unselfish service and through the channel of service the school

children of America are being asked to bring happiness to all children here at home and abroad. It is by serving others that they are to be taught the highest element of citizenship.

## Non-Irritant Mothers

By G. W. TUTTLE

A single happy thought for the child is often more productive of good results than are a baker's dozen switches cut from the old peach tree by the back door. Keep your brain busy and give the peach tree an opportunity to fulfil its lawful mission in life while you are fulfilling yours.

Here is a happy group of children on the porch. Here is a little table set for them, and a little spread of good things to eat is arranged tastefully upon the table. Childish quarrels, differences, forgotten—what a happy half hour together!

What does it all mean? Simply a happy thought of a mother heart, a mother who has never forgotten the days of her own childhood. Why, some of the children may remember that little spread upon the shady porch when the giver has gone to the land where the happy thought, non-irritant mothers are always welcome. The color of the fruitade, the taste of the good things, the neatly-arranged table, may all be long memories with the children.

A non-irritant mother is placid; she does not stir up her children unnecessarily. Does she not steadfastly refuse to give right-of-way to the frowns that seem to have affinity for some mothers' faces? When furrows develop in her face the angels hold the plow and the furrows all point toward Heaven. To this mother "No!" is not the easiest word in the English language—she uses it only when she must.

The non-irritant mother plans ahead; she had rather spend a golden hour in planning than a leaden moment in punishing. Time is of the essence of child-training; the mother who spares time and pains now is only preparing for future pains. The mother who says; "Too much trouble!" is often only getting ready to fare out on the highway of trouble in later years.

Alas for the mother whose face, by its forbidding expression, fairly shouts "No!" before little tongues can voice a petition; the mother who thinks of her own ease more often than she does of the welfare and comfort of her children. Children who are sulky and sullen are not always to blame—mothers are often contributors to this result.

The non-irritant mother is a road-smoother for little feet, a comforter of little hearts. Quarrels there will be among the little folks; selfishness will prevail at times and mischievousness will be shown; there will be times when it will seem as if the evil one were stealing a march upon her, but, even as the sun shines through the fog of the morning at last, so will the sunshine of the non-irritant mother drive away the evil fogs of selfishness and evil from the lives of her children.

Long life to the non-irritant mothers. May their tribe increase, and their children's children rise up and call them blessed.

## PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR JUNE

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

### FIRST TOPIC—

**President's Desk.—Mothers and High School Girls.**

### SECOND TOPIC—(To be assigned to another member).

**What Parent-Teacher Associations in other States are Doing.**

### THIRD TOPIC—(To be assigned to third member).

**Current Events on Child-Welfare from Child-Welfare Notes and elsewhere.**

List of Loan Papers on Child Nurture suitable for programs may be secured by sending 2 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

## Education for Life

By WM. MATHER LEWIS

Out of the experiences of war has come the realization that financial problems are to become an increasingly important factor in American life. The economic conditions worrying the world in the period of reconstruction can only be righted by the universal understanding of the principles of economics. That these principles are not generally understood or applied is demonstrated by the period of extravagance and waste and decreased production through which we are now passing. The war has left us with a financial burden. It has created an indebtedness which together with a decreased stock of world goods brings about inflation of currency and credit. The remedy for this condition lies in the development of more capital through individual saving and through restoring the stock of goods by increased production of essentials. It is obvious to anyone at all familiar with American youth that he is not awake to the importance of these sound economic principles of working and saving.

A little while ago, I rode East with a father who told me of the motor car which he has presented his boy for Christmas, and of other luxuries with which he had surrounded him. My inquiry as to his object in giving the youth so much brought out the statement that the father had, as a boy, to work hard for every cent that he obtained, that he had missed many pleasures, and that he was resolved that his boy should not have the experience which he had gone through, that everything should be provided for the lad's comfort. It had not occurred to this man that in having every whim satisfied the youth was being deprived of that education which made the father a successful and prosperous man,—education in the value of the dollar, education in the dignity of honest labor. I say to you that it is these two things—knowledge of the value of money and an appreciation of the dignity of honest labor—which American youth must learn if he is to have the capacity to master the manifold problems which confront us.

### PROSPERITY THROUGH LUCK OR BY LABOR

Habits of conservation must replace the habits of wastefulness for which America has been notorious. The American youth must hereafter realize that prosperity will not come through the luck of the 49ers, but through keen training and determined application.

Today 1,250,000 people in the United States whose working days are over are dependent on charity. Today the vast majority of business men fail at some time in their careers, because of lack of sound economic knowledge which should have been gained in youth.

If the America of the next generation is to be a free and powerful America, Thrift must become a habit of American life, a habit formed in youth. Therefore, thrift must be a product of the American school system. It is the high mission of our educators to transform what some one has called a nation of "economic illiterates."

But before the element of thrift becomes universally accepted, we must have a better understanding of it than formerly prevailed. Thrift has been confused in America with miserliness—a trait that our people rightly detest.

Thrift is care and prudence in the management of one's affairs, the foundation upon which ever successful and enduring enterprise is based. The man who hoards his money, who deprives himself of the decencies of life in order to accumulate is thriftless. The wild spender on Fifth Avenue is no less thrifty than the farmer who refuses to install running water in his kitchen. The miser lays aside a surplus by refusing to buy these things which necessity and comfort and the health and happiness of his family require. The thrifty man buys liberally and intelligently. He makes very sure that the shoes for which he exchanged the product of many hours' labor contain good workmanship and good material. He is careful of time and health as well as money. Thrift, in short, consists in making the most of one's resources, tangible and intangible, making the most of them for the benefit of one's self and one's fellows.

### DRAMATIZING THRIFT BY VITAL TEACHING

It is this constructive thrift that can be taught to Americans. It is as easy to vivify thrift, to dramatize it, as to dramatize any other subject in the curriculum. When a boy of 12 in California writes me that he has learned through his war savings stamps how money rolls up and that he now has earned and saved \$65 toward a coveted college education; when a newsboy is pointed out to me as the only one in a school room who has never missed a week in purchasing a Thrift Stamp; when reports show me that the school children of Texas own about \$12,000,000 worth of Thrift and War Savings Stamps and that the boys and girls in Ohio each bought an average of seventeen dollars worth of these securities in 1919; when I learn of the economical use of school supplies and the care of school furnishings in those institutions where the students earn and save. I know that there is something in Thrift practically applied that stirs the imagination of our future citizens.

In past generations the American youth learned thrift at home. The boy did the home chores, he tended the horse, he worked the



garden. Today the apartment house janitor does the chores, the garden has been moved into the country, and the horse resides in the garage. The burden of thrift education, therefore, falls upon the schools. I have many times thought that if our schools maintained shops where the pupils produced articles which had a commercial value depending upon the skill and care with which they were constructed; and if the parents limited their children to the pocket money earned in this way, the moral fiber of the student would be strengthened and his appreciation of the importance of skilled manual labor developed in a way which would greatly benefit society.

#### SCHOOLS ARE SOURCE OF RESERVE FORCES

In the past generations, there was not the need for thrift that there is today. Wasteful America became so because of the tremendous natural resources everywhere abounding. Tramping through the woods of France and Belgium, I have seen that wherever trees had been cut down new ones had been planted in their places. Necessity had taught them thrift. Talking to a prominent lumberman in Wisconsin later, I asked him if he and his associates were replacing the pine they were cutting off in that region. He assured me that they were not and, furthermore, that the woods would be gone in a very few years and then they would move to the Pacific slope and cut off the timber there. The seemingly inexhaustible supply of American timber made for wastefulness. Out of 850,000,000 acres of virgin forest the United States has not more than 150,000,000 left. Today we are told that the wood situation in this country is serious, that timber is being cut down or destroyed each year three times as fast as new forests are growing, and unless the forests are replenished within a comparatively few years we will be faced by a lumber famine. Conservation of this resource therefore becomes vitally interesting to the school boy of today.

In Belgium before the war there was practically no pauperism, not because of natural resources, but because everyone practised thrift, and the government had popular devices by which even the pennies of the children could be invested in sound securities. In France the school savings bank system has promoted to a large degree the thriftiness of our sister Republic, the thriftiness which saved her in the great war. It is not too much to say that the reserve power which saved the day was created in the schoolrooms of France.

Already American legislators are beginning to catch the significance of these lessons taught by foreign nations. Furthermore, we are coming to recognize the benefit of thrift education in stimulating a sense of responsibility to family and society; in promoting self-respect and independence and power. In Massachusetts, where the first settlers learned thrift

through grim necessity, there was passed in July, 1910, a law for compulsory instruction of thrift in the public schools, and now Virginia, Oklahoma, Ohio and other states have enacted laws looking forward to placing thrift among the required subjects.

What the method of teaching thrift should be we do not feel qualified to suggest to those who are so efficiently leading in the development of American education. There have been two general plans suggested, one, of introducing thrift as a separate subject to be taught at definite periods and the other, to correlate thrift with arithmetic and civics and English and history and geography. Already some of the newer texts in arithmetic and civics and other subjects take up this matter of thrift. Whatever the method of instruction may be, we are convinced that the thrift taught in America must, as I have said, be constructive—that it must be kept away from the field of penuriousness or prudish moralizing. It must touch life broadly in all its varied activities. It must deal with the principles of sound finance—supply and demand; production and consumption. It must point to better citizenship. And whatever the exact method of instruction may be it must not be incidental. Upon the superintendent rests the responsibility of interpreting the movement to his teachers and outlining the subject as definitely as any in the curriculum.

#### SAVING MOVEMENT IS A PERMANENT POLICY

The policy of the Savings Division of the Treasury is to secure the absorption of the thrift movement by the great organizations which influence American life. It would take such a force in the Treasury Department to promote thrift among the children of America that the expense would be prohibitive and the work at best would be of passing value. But when the great American school system adopts the promotion of thrift education then the matter is on a sound enduring foundation. Thus while the Treasury Savings Movement is to be a permanent and growing element in our national life the active promotion of thrift in our great organizations will come from the logical place—from the inside not from the outside. You are, therefore, serving your government, as well as your pupils, by taking over the responsibility and the active direction of the thrift movement as it has to do with American youth. While, I repeat, we are fully conscious that whatever practical form the Savings Movement may ultimately take in the school must be worked out and thought through by the school leaders themselves, yet the Treasury Department is eager that the principles upon which it has founded the Savings Movement, namely proper knowledge of the value and the use of money, shall be taken as the foundation upon which the

larger movement in thrift may be worked out in the schools. The Savings Division has not confined its efforts to this phase of Thrift only to keep the Movement within the legitimate function of the Treasury Department, but because we are convinced that the proper interpretation of the value and the use of money is the soundest basis upon which any movement can be established.

To the great problem of rightly establishing this new element in our school system, we call the best thought of this Association. In connection with teaching thrift, as at its culmination, there comes the question of the actual practice of thrift, the examination we may say of the child who has taken the course. The Treasury Department strongly believes that in the small securities which it is offering, the Thrift Stamps and the War Savings Stamps, there has been provided an ideal method of giving this examination by vitalizing thrift in the life of the child. "By their fruits ye shall know them."

#### PATRIOTISM TAUGHT BY A SAVING SYSTEM

I regard this entire Savings Movement—not only the teaching of the principles of saving, but the purchase of Government securities—as highly educational and I am sure that when this subject has passed through the crucible of educational thought as the subject of Manual Training, Domestic Science, or the other modern subjects of the school have passed, it will measure up in practical value to the educational standards of any other subject of the curriculum. Some regular system of saving is a vital part of the child's education. Through it he is taught the cumulative value of money, simple interest, compound interest, the A, B, C's of finance. If the saving is accomplished by means of government securities he learns in addition the A, B, C's of government finance and loyalty to the government in which he is a shareholder. Bolshevism and investment in government securities never go together. Savings invested in government securities will bring our future citizens into closer communion with their government. Savings Stamps afford an ideal method for teaching thrift and patriotism by laboratory methods. They visualize the results of industry. It is fun to stick the stamps on the card and see the savings grow.

One eighth of the total number of school children in North Carolina live in the cities and the other seven eighths live in the small towns and rural districts, so there is work to do, other than in the cities of the state.

"In closing I will say that it is right that you should have come here to start this great work, for this city is known as the cradle of liberty,

I need not tell you how essential some education in the principles of finance and particularly of government finance is needed in the United States today. During the war millions of Americans for the first time became investors in securities. They became acquainted with commercial paper through the liberty bonds. Today, because these bonds are selling below par, the financially ignorant are selling them. Their history did not tell them that at the end of the Civil War American bonds greatly depreciated in value and that before maturity they sold much above par.

#### FINANCE PRINCIPLES MAY OBVIATE LOSSES

They have not sufficient knowledge of their security to realize that if they hold it to maturity their government pays them dollar for dollar and, in the meantime, gives them regularly their interest upon the par value of the bond. They do not understand that the floating of such a tremendous loan in a short period naturally depresses the market until the bonds are fully absorbed, nor that the very fact of many people selling brings down the value, nor do they know that wise men are buying these goods below their real value from foolish men,—that the absorption of liberty bonds by far-seeing buyers is going on quietly and continuously. Popular education in the principles of finance will save many a future citizen from losses which are now common. Universal purchase of very small government securities has been the salvation of European peoples and governments and history may well repeat itself in America.

Therefore, we do not hesitate, for our country and its future citizens, to ask that in the plans for thrift education the securities of the nation find a place, and beyond that, we urge with all intensity that constructive thrift—the thrift of production and conservation and the creation of popular capital may by this great body be made an inherent part of the American School System. Constructive thought is to prevail; the lessons of the war are not to be forgotten. The American School, most admirable of all our national institutions, will not fail in its high privilege of making thrift a safeguard of national strength; of making the citizens of coming generations able to wage a winning fight against the hordes of destruction.

but it is also now known as the home of those who stand for pure Americanism, and has within its limits men and women of courage, those who have met and defied the mob, crushed the red hand of bolshevism and declared to the world that the city of Charlotte shall be ruled by the people who stand for law and order."

### IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the **FIRST OF THE PREVIOUS MONTH** to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is **WORK DONE, OR NEW WORK PLANNED**. Communications must be written with ink or typewritten.

The **CHILD-WELFARE MAGAZINE** offers to every **NEW** circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to **CHILD-WELFARE MAGAZINE** should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

### State News

#### CALIFORNIA

The Twenty-first Annual Convention of the California Congress of Mothers and Parent Teacher Associations was held at Los Angeles, May 18, 19, 20, 21, 1920, by invitation of the Los Angeles Federation.

This Convention was of tremendous importance, dealing with problems growing out of the increased demands and responsibilities confronting our organization. The necessity for the constructive work of the Parent-Teacher Associations grows greater each day.

A conservative estimate of the probable number of delegates in attendance at the State Convention given by those in charge of credentials is from 1,000 to 1,400 delegates which with the general membership place the average attendance of all session at from 2,500 to 3,000. This Convention was undoubtedly the largest convention ever held by any women's organization in the state. Many districts and federations have more than doubled their membership during the past year. Los Angeles Federation of the hostess city, has now attained a membership of over 15,500.

The First District California Congress of Mothers and Parent-Teacher Associations is looking carefully after the treatment of juvenile offenders. Notwithstanding the laws to the contrary, Los Angeles city police arrested and placed in the city jail, children under the age of 16 and have detained them therefor indefinite periods. The executive board of the First District Congress of Mothers protested such action as unauthorized and unlawful and are taking measures to see that the state law is complied with. This action on the part of the executive board is to be commended. Wherever children are, members of the Congress of Mothers should see that the laws against keeping children in jails are regarded. Eternal vigilance is the price of safety to the children. The Alhambra Federation of Parent-Teacher Associations is using its efforts to prevent the publication of names of juvenile offenders.

The Third Conference of the First District California Congress of Mothers and Parent-Teacher Associations was held in the Auditorium of the Broadway Department Store, Los Angeles, March 25, 1920. A record was taken to ascer-

tain the association having the largest representation at the conference, the prize to be given was one year's subscription to CHILD-WELFARE MAGAZINE. The Broadway Parent-Teacher Association of Glendale had the highest representation and won the prize. Eight members of the Association attended the Conference.

#### REFLECTION OF A PRESIDENT AFTER A CONVENTION

By MRS. H. G. TARDY

President of Second District California Congress of Mothers and Parent-Teacher Associations

I fancy the reflections of a president, usher, page, or active chairman of any convention committee is quite different from the average delegate, who is sent to bring back a report of what happens and is said.

Am quite sure a president may be able to tell *part* of what happens but as to what is said, I doubt it. A president knows whether the speaker is putting over a message or not, and whether the speaker is able to hold the audience, for she feels it when the interest lags, but as for what is said—well, she knows not—why? She is writing notes for the platform page to carry to some one to find out if something has been forgotten or if everything is in readiness for the program as scheduled.

No matter how much thought, preparation, allowance for unavoidable delays, no matter how much diplomacy has been used in this preparation, there are bound to be necessary changes in the program, rearrangement with proper announcement of same to be made when you have already a well-thought-out and nicely worded introduction to be forced to change it completely means quick action with perfect poise in evidence, all this time *appearing* to be *attentively* listening and be ready to lead in applause.

Is it easy, or do you think for one moment it could be made easy? If so, try it, enjoy the experience and then give to the public your suggestions, although I'd rather hear from your suggestions after they had been "tried out."

The delegates go home with reports and can draw the lesson from each to present to their clubs; what can the president go home with?

If the convention has been a great success and she has been made to feel so, and told of it by her many friends, all well and good, and she should make the most of this high state of enthusiasm, enjoy it to the limit while it lasts, for on the rebound the enthusiasm is sure to be on the wane and she may be receiving waves of rather a disturbing nature which she must meet, and meet as a good sport, which means fairness to all with the utmost consideration for the different opinions given.

Each delegate will go home with one big idea

which will be paramount with her and from it she will profit and give to her locality the fruits of her reflections.

Can a president go home with one big idea? Her report has to be general, her suggestions have to be general, consequently her reflections must be general, but if she and each one of the delegates and others in attendance can feel that she has been above being annoyed at unavoidable inconveniences; has been able to overcome the feeling of having been neglected or seemingly been imposed upon; if she can have gathered from contact with others little suggestions by which she can improve herself; if she has observed the mistakes of others which she will be careful to avoid making herself; if she has stood these tests, and can truthfully affirm that she has, she has learned one of the greatest lessons in her life, and the convention has been a success so far as she was concerned.

It would not have been a successful convention if everything had been perfect; from where could we have drawn our lessons?

Mistakes must happen in order to correct and avoid repetition, which means work, and if everything was perfect there would be no work, no need of Mother's Congress and Parent-Teacher Associations.

It seems to me that the reflections of a president on a convention should be, after enjoying to the limit all the good things that come to her, a general consideration of plans for making improvements, but remembering to jot the same down as they come to her, for future reference either for herself or her successors.

#### CONNECTICUT

The State Board of Connecticut Congress of Mothers and Parent-Teacher Associations has adopted one Armenian orphan.

Somerville Mothers Club have had a baby weighing clinic and a clothing exhibit for small children, and have helped children in garden work.

Ten Mothers Circles have appointed kindergarten extension chairmen to work for better kindergarten laws in Connecticut.

The Wallingford Home and School Association in its membership campaign has adopted the plan of offering a sum of money to the room having had the largest number of mothers present at the meetings during the year. This year they are offering a picnic to the children and mothers from the room making the best record of attendance. They have tickets for the children to wear the following day on which is "My Mother was There."

West Haven Mothers Club has an increase of one hundred per cent. in membership.

One member has already brought in forty new members.

The Somerville Parent-Teacher Association



and Bunker Hill Parent-Teacher Association of Waterbury paid the board of a Juvenile Court girl until a suitable home could be found for her.

Since January 20, 1920, the following contributions to national extension work have been received:

Somerville Mothers Club.....	\$ 1.75
Middlefield Mothers Club.....	1.00
Forbes Chapel Child Welfare Club.....	2.50
North Haven Child Welfare Club.....	3.30
So. Glastonbury Mothers Club.....	4.25
Forestville Mothers Club.....	5.00
Terryville Mothers Club.....	6.25
Motherhood Club of Hartford.....	20.00
Rocky Hill Mothers Club.....	4.00
Bunker Hill P. T. A., Waterbury.....	2.00
Plymouth Church Mothers Club.....	10.00
West Haven Mothers Club.....	10.00
South Windsor Mothers Club.....	2.50
Laurel Hill P. T. A. of Norwich.....	9.25
Whittlesey Ave. Home & School Association Wallingford.....	20.00
Colony St. Home & School Association Wallingford.....	20.00
North Main St. Home & School Association, Wallingford.....	20.00
Mothers Neighborhood Circle.....	10.00
	<b>\$111.80</b>

### INDIANA

In the March bulletin of the Indiana Parent-Teacher Association, the state president made a plea for the local associations to observe Teachers' Week. This bulletin went to every association in the state, to every member of the state board and the members of the advisory board.

Teachers' Week in Indiana was generally observed by the parent-teacher associations, but it remained for one city to go over the top in such a way that it left no doubt in the minds of the teachers as to the value placed upon them and their work by the patrons of that city. Terre Haute through the splendid work of Mrs. Rudolph Acher has developed the parent-teacher work a bit farther than any other city in the state. Mrs. Acher is the wife of Professor Acher of the Indiana State Normal, and was appointed to the office of president of Vigo County a year ago. In that time she has organized 26 parent-teacher associations. Under her leadership the work in her county has grown rapidly, and today the school officials bring to her the knotty problems that they can not solve.

Each parent-teacher association on the evening of March 8th gave a winter picnic with the

teachers as guests of honor as a surprise on the teachers.

Each association provided refreshments and a favor for each teacher. Every patron of each school was invited to be present.

Secrecy pervaded every school district for a few days. Every mother lent herself to the task with vigor, and no effort was spared to make the occasion a success. Each local president tried to out do the others in making the entertainment at her school the best. Competition became so great that one florist asked some one who came to his shop for flowers where the wedding was to be. He thought of course such a demand for flowers betokened a wedding.

One mother told what a former teacher had meant in the lives the boys and girls who went to school to her. She said, "You were my teacher and you have always been a wonderful inspiration to me." One by one men and women arose and told what certain teachers had meant to them, until there was hardly a dry eye in the assembly, so touching was the testimony and the tribute to the teachers. Such a thing had never been heard of before, and the teachers were completely overcome.

At still another school each teacher was given a box of fine bonbons.

One parent-teacher association which is presided over by a magnetic little lady, gave a picnic in the kindergarten room. In order to reach the kindergarten room from the room in which the coffee was made, they had to traverse two rooms. As they went back and forth in their errands of love, this president was busy thinking. She knew that many times the teachers had to stay at the building during the noon hour, as they nearly all lived in a distant part of the city. It dawned upon this little woman that the teachers should have some place fitted up for a rest room. The next day as she was helping to clean up the room in which the lunch had been prepared the thought came to her, "why not fit up this room?" She got permission, and then set about to furnish it. She went first to her attic, "Heaven bless the attics of our homes," and there she found a bed spread; from it she made curtains; she also found some mission furniture; this was taken to the school house. The room was cleaned. It had one time been used for domestic science, so there was gas in it, and water; also a cupboard. She, together with the rest of her members, fitted up the cupboard with jelly, eggs, butter, fruit, crackers, lard, coffee, mayonnaise, and other supplies.

Then this wonderful parent-teacher president, Mrs. F. H. Jett, asked the mothers to volunteer services to help get dinners for these teachers. Fifteen of her mothers pledged their help, and now the teachers of that school know that they are deeply appreciated.

There was a little money in the parent-teacher treasury, and this went for dishes, tumblers, cooking utensils,\*until now the association can serve a light luncheon for fifty persons.

The Terre Haute Parent-Teacher Council has a speakers' Bureau, and every association can be supplied with a speaker each month if they call in time.

But the greatest thing about the whole situation in Terre Haute is the fine spirit of loyalty in the work. Every suggestion the state has made has been faithfully carried out by these splendid workers.

Today the state has more than 3,500 paid members with over 100 affiliated associations.

Our Bureau in Indiana University is functioning in a splendid manner. With Dr. Edna Hatfield Edmondson, a member of the faculty of the university as our executive secretary, we can almost at a moments notice get out special word to our organizations. Much helpful literature has gone out to the locals from the university. The Child Welfare Association, of the state, which works under the Federal Children's Bureau, has sent us helpful literature.

The extension division of the university has a course in child-welfare, costing only one dollar, and the state president in her annual letter to the associations is urging the mothers of the state to take advantage of this opportunity to get a thorough course in child training.

From our extension division, under the direction of Professor Bitner, the work of the Home Division of the Bureau of Education is going on, and we feel that this is a distinct advantage to the Parent-Teacher Associations of the state.

The general assembly of our state will meet in the capitol this winter, and we hope to get a Mothers' Pension bill through this time. The Federation of Labor is working for such a bill, and we hope to compare the bill we have drawn up, and the one the Labor people have drawn and combine our efforts to get some kind of a bill passed which will help our children. Under the present Children's Board of Guardians Law, when a mother receives state aid for her children, she must turn them over to the state.

### LOUISIANA

The New Orleans Council of Parent-Teacher Associations celebrated Educational Day, April 23. The superintendent of public schools and Tulane University cooperated with the council. The senior classes of all preparatory schools, both public and private were invited to spend the afternoon at the University, and were encouraged to take a college education by addresses and also by the inspiration of contact with the college boys and girls on the college grounds. The next effort will be to have all eighth grade pupils visit the colleges some time during the year so that they may decide before going to the

high school on a college course and take the course of studies that will make them eligible. The council is communicating with all the presidents of parent-teacher associations in Louisiana to help in a "Stay in School" Drive. Mrs. Fowler, president of the council, is state agent for the Children's Bureau.

### MONTANA

The Department of Public Health of the State of Montana has most generously given its active support to the work of the National Congress of Mothers and Parent-Teacher Associations by deputing to its educational secretary, Miss Marion L. Fox, the opportunity to organize parent-teacher associations wherever she goes. Montana is a colossal state. It is considerably larger than all the New England States and New York together. A number of the counties are larger than Connecticut or Massachusetts. There are 51 counties. Miss Fox's plan is to meet the people, to place the work before them and to leave with them the literature which will help them to organize. This support from the Department of Health is significant of the value that is placed on the work of the Congress of Mothers and Parent-Teacher Associations in the state of Montana.

### MISSOURI

Missouri has increased her membership from 10,000 to over 17,000 this year. She probably has the two largest circles in the world. The Ashland and the James circles in Kansas City have respectively over 1,200 and over 1,000. How is that, California? We are only eight years old. A drive for associate members is to be made this year to show that money may be made without increasing dues.

At the last meeting of the Mayview Parent-Teacher Association, the school board presented the following resolution signed by the president and clerk of the board:

WHEREAS there has been built up in Mayview in recent months a most remarkable community interest in the Mayview Consolidated schools, and

WHEREAS valuable and useful equipment has been added to the school in the way of new desks, a piano, and other things, and

WHEREAS the success of our schools is dependent largely on community support and social center enterprises, and

WHEREAS this occasion, a most delightful one, together with many other delightful occasions together with the above-named benefits, are made possible and fostered by the Mayview Parent-Teacher Association,

Therefore be it resolved: that we the undersigned Board of Education of Mayview Consolidated schools do express our hearty gratitude

to said Parent-Teacher Association, and our sincere regard for all its members.

Such formal testimony from school boards are not common in the experience of Missouri Parent-Teacher Associations, and Mayview is pleased to let the whole state know that its board gives the flowers in life.

Do you know about the household account book that the State University has prepared to help us in our thrift work? It was prepared by Miss Heyle of the Agricultural Extension Service and is one of the simplest and best we have seen. It costs only twenty cents and will cover a year's accounting. Twenty women of the Aurora Parent-Teacher Association are using it.

#### KANSAS CITY

The Parents' Extension Department will conduct an open forum in Rooms 37-38, Junior College, Wednesday, May 5th, at 2 p. m.

The object shall be a comprehensive view and presentation of all phases of our Parent-Teacher work under the following:

Congress State Branch, City Council, Parent-Teacher Association Circles, Founders' Day Rallies and Parents Assemblies (Northeast High School), former presidents of the council, honorary presidents and Mrs. H. E. Fairchild are to assist. Various circle presidents and members of the council will also be called upon to make the discussion interesting and of vital help.

The following tentative program has been outlined:

National—Work of? Why organized? Ideals? Headquarters—When purchased? How paid for? Purpose of use?

State—Relation between State and National? Plan of organization? Helps to City Council and Rural Associations?

Introductory K. C. Work—Work done by Parents previous to Council organization? Circumstances of organization of present Council?

Council—Helps to local circles?

P. T. A. Circles—Work of and helps needed from Council?

Rally Day—Origin and purpose? How instituted?

Parents Assemblies—Plan and purpose in Northeast High School?

Topic leaders limited to 5 minutes, others 2 minutes; no topic over twenty minutes; all will be welcome, but circle Presidents given preference in discussion.

As an expression of appreciation of the Institutes, the Faculty of Teacher-Training Department and Supt. I. I. Cammack are invited to be guests of this committee at the open forum.

The Extension Committee will welcome suggestions from anyone interested in such a program.

#### WOODLAND

Woodland Association are proud to report 384 members this year in comparison to 50 last year—also to state this is the largest membership since organization. This proves you cannot judge by appearances, for though the building be the oldest in service, the hearts are in the right path, all aimed for the good of the little children. We trust when our President attends the next biennial convention, she may truthfully report we are housed in a nice, new, up-to-date building, for which we have worked for seven years.

#### BANCROFT

Bancroft Association was amongst the first to lend coöperation in the milk campaign. An investigation was made through the school children, to determine the amount of milk used by each family and the dairy patronized. A committee of mothers, accompanied by Mr. Talbot, dairy inspector, visited the dairies supplying the largest numbers; trips were made to the pasteurizing plants and farms, and no feature of our work has seemed more interesting and vital.

Frances Willard Association has gone over the top for the second time in Congress membership. We have 225 members—pretty good for a small school of 170 pupils—having 210 parents in all, we are proud to report more than 100 per cent. Thanks to our teachers, pupils and Mrs. Frank Bates, Membership Chairman.

We are sending our new president to the State Convention; Mr. L. L. Adams will be our representative at Jefferson City, to assist the teachers in their drive for living wages. Miss Ida Schilling will conduct a course of lessons in "Thrift," beginning the last Friday in April.

We are furnishing milk free to those children who are unable to pay for it.

#### FAXON

Faxon Mutual Help Chairman, Mrs. Wm. Gange has done a noble work, by visiting the mothers who cannot attend the meetings, thereby taking the Congress Work to the homes; assisted by our President, Mrs. A. W. Witt, many friendly visits of mutual interest to all concerned have proven this is one of the important departments.

#### NEW HAMPSHIRE

The Annual Convention of the New Hampshire Branch of the National Congress of Mothers and Parent-Teacher Associations will be held in Durham, N. H., May 26. Mrs. Charles H. McDuffee, Alton, N. H., is president of the New Hampshire Congress of Mothers and Parent-Teacher Associations.

## NEW JERSEY

ANNUAL MEETING OF HUNTERDON COUNTY COUNCIL OF NEW JERSEY CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS, FLEMINGTON, APRIL 16, 1920

Roll call.

"Value of Intelligence Tests in Public Schools,"

Dr. J. M. McCallie, Trenton.

"Practical Use of Books," Miss Cook, N. J.

Library Commission, Trenton.

"Health," Miss Jennie Haver, Clinton.

"Value of Moving Pictures in the School Room," Miss Maud Newbury, Flemington and Miss Evelyn Turney, Wisconsin.

Round Table Discussions of Parent-Teacher Associations Problems.

Business.

Luncheon.

Business.

"Back-to-School Drive," Mrs. Wm. Downs, Orange.

Address—Mrs. Frederick Schoff, President National Congress Mothers and Parent-Teacher Associations.

"Let Us Have Boys' and Girls' Clubs," Clarence Alles (A County Club Boy).

"Accomplishments of National Journal Congress Mother and Parent-Teacher Associations," Mrs. Drury Cooper, Montclair.

"County Organization," County Superintendent Jason S. Hoffman.

## HUNTERDON COUNTY COUNCIL

## Officers

Chariman, Mrs. W. A. Abbott, Flemington.

Vice Chairman,

Secretary, Mrs. Harry Blackwell, Ringoes.

Treasurer, Mrs. Cora Stamets, Ringoes (Mt. Airy Asso.).

## HUNTERDON COUNTY

Hunterdon County has two excellent and able helping teachers, one for the northern section and one for the southern section of the county.

A County Council of Teachers has been organized for two years. Groups of one- or two-room school teachers meet more than twice a year, observe model lessons, best methods presented by the helping teachers or some very skillful teacher. Often an educator from Columbia University is present to observe or to give an address. No just estimate can be put upon the great value of this plan, for the teachers themselves and for the schools. It means the best training and the application of the training at once.

The Hunterdon County Health Club has become almost a national club. The County Red Cross has employed a nurse this year. She follows as closely as can be expected and

enlarges upon the Club work. The Health Club aim is to teach and build into the child, the *principles* of health.

The spring festivals, arranged by the helping teachers and various groups of schools, have become a part of the school system. The plan is to consolidate these and hold one county festival (consisting of historical pageants, games, etc.) at the county seat.

Forty-eight parent-teacher associations have been organized by the helping teachers. In March, 1919, a County Council of Parent-Teacher Associations was formed. Nearly half of the county associations are already members.

At the annual meeting of the County Council of Parent-Teacher Associations held April 16, 1920, Mrs. Frederick Schoff, president National Congress of Mothers and Parent-Teacher Associations, Mrs. Drury Cooper, president New Jersey Congress of Mothers and Parent-Teacher Associations, Mrs. Wm. Downs, state chairman Back-to-School drive, and the county superintendent, Jason S. Hoffman, addressed delegates from seventeen associations.

The New Jersey Library Commission sent the first assistant, Miss Cook, who gave a most valuable talk on making of rural school libraries, in her subject, "Practical Use of Books." The County Club work for boys and girls was presented by a Club boy who holds eleven medals and a silver cup for club successes. The keynote of club effort, as carried on by County Club Leader, R. S. Sharp, was expressed in the boy's hearty "But it is not these medals nor this silver cup that I prize most. It is the education that I have had in earning them."

Mrs. Schoff's address was an appeal for better motherhood and fatherhood; for the study of child life—physical, mental and spiritual. "The mother instinct," said Mrs. Schoff, "is not sufficient for the human being. There must be science and thought."

The state president's plea was for more child welfare study.

Mrs. Dorrus made a plea for more thought and attention to the child who isn't book-minded and drops out of school too early, for the child who must earn too early and for the child who wants higher education.

The county superintendent presented a vital message in his plea for less indifference in school matters on the part of the general public. "Through the Parent-Teacher Associations," said he, "must come the active interest in raising of money, in appreciating the need of money for education and in making better schools." He expressed gratitude for their help.

Intelligence test results and methods were shown Dr. McCollie of the state department.

The association having the greatest number of delegates present was presented with a copy of "Roosevelt's Letters to His Children" for the school library.



## NORTH CAROLINA

Mrs. Joseph Garibaldi, president of the North Carolina Branch of the National Congress of Mothers and Parent-Teacher Associations, with Miss Lida E. Gardner, national organizer, has been doing splendid work for the extension of parent-teacher associations throughout the state. A mass meeting in the new high-school auditorium had a crowded audience early in May. In Greensboro, at a large community educational conference called by Dr. Claxton, great interest was expressed in the parent-teacher associations, and the movement was heartily endorsed. Dr. Brooks, state superintendent of public instruction, has offered the North Carolina Branch of the National Congress of Mothers and Parent-Teacher Associations an office in the capitol with services of a stenographer and postage supplied for the organization of parent-teacher associations throughout the state. He aims to get ahead of Kentucky and Alabama in membership. These three states are vying with each other to see who will more rapidly take the leading place in number of members.

There is wonderful prospect for a great organization in North Carolina. The governor's wife is one of the state executive board and most earnestly endorses this work.

The Charlotte Federation of Parent-Teacher Associations held its tri-yearly meeting May 11 in the Chamber of Commerce, Mrs. R. G. Spratt, president, presiding. Reports from each of the Parent-Teacher Associations showed splendid work and increasing enthusiasm.

A luncheon was served and at three o'clock the meeting was open to the public to hear Miss Gardner.

At the Alexander Graham Bell High School the Parent-Teacher Association met in the evening, where again Miss Gardner was the speaker.

The First Ward Parent-Teacher Association of Charlotte, N. C., has had a profitable year. By selling canna bulbs, sandwiches, cakes and pies and by holding rummage sales, it has fitted out two medicine chests for emergency aid; given the teachers four sets of geographical pictures which are gotten out by the *Geographical Magazine*, and which the teachers have found very helpful in the schoolroom. Also purchased a Victrola which is won each month by the room having the largest attendances at the monthly Parent-Teacher meeting. A large number of records have been donated by the children besides the ones specially selected and furnished. At the first fall meeting it was decided to open the meetings with the members reciting the American Creed. Lectures, papers, and general discussions were had after the business programs. Fine music was always furnished by children from the different grades. The teachers made a point of calling on all the mothers of their rooms. Two social

meetings were held when light refreshments were served. The girls of the fifth grades volunteered to take charge of all little ones that mothers had to bring along. 71 names were enrolled during the year.

Another Charlotte Parent-Teacher Association gave the principal an opportunity to urge coöperation of parents.

Mr. Hurst in a short talk urged the mothers, indeed all parents and guardians, of pupils to visit the school rooms during recitation hours to observe and become acquainted at first hand with the work of teacher and pupil. This is the only way we can intelligently criticize the school work. Let us avail ourselves of the opportunity to know how our children are being taught and what class of work they themselves are doing. Mr. Hurst made it quite plain that we were welcome at any hour and were urged to be visitors.

At the request of the parents a fire drill will be inaugurated in the school. A bright outlook for splendid work is assured.

## KINSTON

Kinston Parent-Teacher Association, under the leadership of Mrs. James Parrott, has scored in its efforts to bring about a more intimate connection between Kinston homes and schools. It has also created a real interest among the pupils in graduation from the high school.

A program on "Why Graduate" with excellent short speeches which attempted to answer this very vital question, which comes to every boy and girl during their school life was followed by the Grand Orchestra which gave a half-hour concert.

Dr. Absker and Miss Parrott showed that such preparation as represented by a high school diploma is absolutely essential to further progress of boys and girls who would take up a professional career.

In a clear, concise and businesslike address Mr. C. F. Harvey, Sr., showed that golden opportunities in the business world await the boy and girl who prepare to think well and plan wisely, these qualities resulting naturally from such training as the high school gives.

*The Home and Citizenship Demand It*

Mrs. C. Banks McNairy was exceedingly happy in her presentation of the claim of the home for adequate preparation is involved in a high school course. And Dr. B. W. Spilman in a very valuable paper showed that the citizenship of the future must be trained to meet the requirements of twentieth century life.

*The Song Fest*

The class song contest between the respective high school grades and the seventh or "senior"

grammar grade was highly enjoyable. It was given under the direction of Mrs. Nan G. Howard and was well-conceived and full of pep and youthful enthusiasm. With song and yell they entertained the audience and each class made a strong bid for the prize—a ten-dollar gold piece—awarded by the Kinston Music Club.

#### For Most Mothers

Mrs. Clarence A. Jeffries then presented the book prizes to the grades having the largest percentage of mothers present at the various meetings of the Parent-Teacher Association. These prizes were won by the ninth, seventh and first.

The program, as planned, was executed with much success and no doubt an impetus was given to the movement that has been launched to keep students from becoming "quitters," but to keep on the job until the high school course has been completed and a high school diploma won.

#### MONROE

In order that the work of the association may be very effective and definite, Monroe Parent-Teacher Association has appointed one parent to sponsor each grade and act as a board of managers. Those appointed for the respective grades follow: Lower first grade, Mrs. J. C. Sikes; higher first grade, Mrs. C. M. Redfern; lower second grade, Mrs. J. J. Parker; higher second grade, Mrs. W. A. Lane; lower third grade, Mrs. R. W. Allen; higher third, H. D. Stewart; lower fourth grade, Mrs. R. B. Redwine; higher fourth grade, Mrs. Ernest Health; lower fifth grade, Mrs. W. S. Baskerville; higher fifth grade, Mrs. Joel Griffin; lower sixth grade, Mrs. W. S. Blakeney; higher sixth grade, Mrs. E. C. Winchester; lower seventh grade, Mrs. Redfern; higher seventh grade, Mrs. W. J. Rudge; eighth grade, Mrs. C. E. Houston; ninth grade, Mrs. L. N. Presson; tenth grade, Mrs. Frank Laney; eleventh grade, Miss Renn. Should any trouble arise within these respective grades, it should be reported to the sponsor appointed.

Mrs. Redwine stressed the need of coöperation to raise the standard of deportment, showing that it is impossible for any one parent or teacher to control the question of deportment, but all working together can do great good. This point was well taken by all present. Mr. Allen spoke of the prevailing spirit in every phase of life. He stressed the absolute necessity of the school and home coöperating to curb this spirit in the formative period of the children's lives.

There is dreadful need of a new high-school building immediately. It was shown that the school is passing through a critical period on account of circumstances; with a new building the morale would be very much strengthened and

the health of the children cared for. The association then unanimously went on record as favoring the following resolution: *Be it Resolved*, that the Parent-Teacher Association of Monroe most heartily favors the erection of a new high-school building, the work on the same to begin not later than early spring." A representative number of the parents was present, there being about forty, and all gave hearty assent to the resolution as worded above. It is hoped that with this force at work some possible means may be found whereby the erection of the new high-school building will not be delayed through another year.

#### OREGON

At the meeting of State Executive Board in Portland a State, County and City Parent-Teacher Luncheon was given. Speakers were Dr. W. J. Kerr, in Higher Institutions of Learning, Superintendent J. A. Churchill, on Elementary Schools, Commander Cassins R. Bech, on Soldiers and Sailor's Educational Measures, and T. G. Myers, on Education for Adult Blind. Measures regarding these subjects are now before the legislature.

Mrs. Alexander Thompson, president of City Federation, urged "The Pull Together."

Officers and members of state, county and city boards were at the speaker's table, presided over by Mrs. Edward Palmer, president of Portland Council.

#### MONEY BADLY NEEDED

W. J. Kerr, president of the Oregon Agricultural college, presented facts and figures concerning that institution that proved conclusively that unless larger appropriations are forthcoming, there will be hundreds and perhaps thousands of young men and women of the state denied training at this institution and practically the same conditions obtain at the state university and at the state normal school. The situation confronting the college is an increase of 150 per cent. in the attendance since 1914; an increase in maintenance expense of 100 per cent. while the increase in appropriation has been only 4 per cent. As 44 per cent. of the pupils attending the college are entirely self-supporting, it will be easily seen that a most desirable class of future citizens will be denied their rightful heritage, an education, if they are turned away next fall.

J. A. Churchill, superintendent of public instruction, said that there were 50,000 school rooms in the United States last year without teachers; that in Oregon alone there were 500 without teachers at the beginning of the year, and that of these 400 were finally filled but frequently with incompetent teachers, as fewer young people are preparing for the profession of teaching now than for many years, this

condition, he accounted for through the poor salaries paid.

#### STRONG APPEAL FOR SCHOOL

F. J. Meyers, superintendent of the school for the blind, made a strong appeal for the bill that provides for the erection and maintenance of the Oregon employment institution for the blind, in which blind people may become self-supporting and self-respecting citizens instead of paupers and street beggars. This address was supplemented with the singing of a group of songs by Miss Margaret Carney, a blind girl of unusual gifts, who charmed her hearers with a group of songs rendered with exquisite feeling. Mrs. Warren E. Thomas was at the piano.

Mrs. J. F. Chapman, former president of the Parent-Teacher council, in a short address, urged the women to pull together in a great state-wide movement to convert everybody to the merits of the educational measures, to urge them to register, and to see that they went to the polls on election day and cast their votes. The University of Oregon quartet led in the singing of "America," and G. R. Thomas, a former member of the O. A. C. Glee club sang solos.

#### PENNSYLVANIA

The Norristown Parent-Teacher Association has introduced sewing into the school. One of the ladies gives her services at the close of the afternoon session and thereby it does not interfere with the school work. They have also furnished the teachers with an emergency kit which has been found to be very useful. They have been holding neighborhood dances once a month which provides an enjoyable evening to the community besides netting a small sum to be used for the purpose of installing an indoor toilet. The Parent-Teacher Association had a cake and candy sale to provide the means to send the seniors and juniors to Harrisburg to visit the capitol.

#### HANOVER

Hanover has a high school and four grade school buildings. A Parent Teacher Association was organized March 31, 1917, with a membership of 375 persons. Six meetings are held in the high school with good speakers and interesting program. A framed picture is given to the grade having the largest number of parents present. Eight meetings are held each year in each of the grade buildings. These meetings are held the first Friday afternoon of the month and begin at 2:30. A penant or a potted plant is given to the grade which has the largest attendance of parents and invited guests. Each school building has its own chairman. Their work is under the supervision of the

president in order that the work in each school may be uniform. Rest rooms for the teachers have been furnished in each of the four buildings. A piano has been purchased for one of the sixth grades. Fire escapes were placed on one of the buildings and numerous small improvements made by the board of school directors at the request of the Parent-Teacher Association. In March, 1919, the association decided to join the State and National Congress of Mothers and Parent-Teacher Associations. During the summer months of 1919 slides were procured from the State Department of Health and four-minute talks were given by physicians at the moving picture theater on "Flies" and "Milk Supply." A fund for the establishing of a community playground was begun and now amounts to \$1,000. An experienced playground supervisor has been procured for two months of the coming summer and the playground has been procured. In September, 1919, a Child-Welfare Exhibit was held to introduce a few features of child-welfare work and to distribute literature on the subject. The sum of \$45 was sent to the Headquarter's Building fund in Washington. In December the Parent-Teacher Association conducted the sale of the Red Cross Christmas seals. January, 1920, Dr. O. Gorman, of Jersey City, conducted a Baby Clinic for the Association. Fourteen babies were examined and the mothers instructed about the diet for their children. Cho-Cho, the Health Clown, gave two performances for the school children January 27. During February "The Modern Health Crusade" was introduced to all the schools. The materials were furnished free by the York County Society for the Prevention of Tuberculosis. Thrift was taken up in the schools and the pupils urged to buy as many stamps as possible. The teachers keep a record of the sales in each grade.

#### TEXAS

##### 7,518 NEW MEMBERS ENLISTED IN 30 DAYS

With 7,518 new members obtained in thirty days, the membership campaign of the Dallas Council of Mothers was characterized by Mrs. Edward Kneeland, general chairman, as "spectacular" in every respect. The schools winning out in the contest were Colonial Hill, John Henry Brown, Cedar Lawn and Metropolitan. The awards were made by a committee, consisting of Miss Alecia I. Brown, Miss Mary C. Reynolds and Captain Leslie Clark. Each of the winning contestants will receive a cash prize of \$77.50.

"The campaign which has just closed had the interest of every member of a parent-teacher association from the start." "Also the campaign had the interest of every friend of education in the various communities the schools serve. The indorsement of the movement given by

J. F. Kimball, superintendent of schools, and Mayor Frank W. Wozencraft really started the campaign. This gave the principals and teachers in the schools freedom of action and has brought about magnificent coöperation which has made the contest the greatest movement of its kind ever undertaken in the Southwest. If any other city in the State intends to start a similar campaign those who carried the movement in Dallas to a successful conclusion will expect that city to make twice the record we have made because our campaign was put over during an epidemic."

#### COLONIAL HILL SCHOOL LEADS

The Colonial Hill School achieved the distinction of leading all other parent-teacher associations which were entered in the contest. Mrs. Jules Cahn is president of the association and Wylie A. Parker is principal. In describing how the members of that organization conducted their campaign, Mr. Parker declared that the results of the campaign is a "fitting testimonial of the school's estimate of the worth of such an organization in our community." The percentage of new memberships obtained in the campaign in the Colonial Hill district averaged 188 per cent. for the nineteen rooms.

A military plan for obtaining new members was used by Mrs. Cahn, who has held various offices in war work activities during the war and her experience was put to good use during the campaign, which could never have been carried out, according to Mr. Parker, but for her supervision. "Each teacher was a captain in the military organization," Mrs. Cahn explained, "and under them were lieutenants and corporals. But to the children themselves must be given the greatest credit. Three hundred and forty-nine memberships were obtained by pupils who each secured ten or more." The Colonial Hill association awarded a \$10 prize to the room making the best showing in the campaign.

The Brown School Parent-Teacher Association obtained 730 new members during the campaign. Mrs. H. L. Peoples, president of the association, said that a prize was promised to the room in the school that obtained the largest number of new members. The pupils were given membership cards and these were distributed in the community served by the school. Mrs. Milda Leifeste acted as chairman during the contest, and also as treasurer.

#### MISS WILSON'S PUPILS TIE

Pupils of Miss Anne Wilson and Miss Leland Watkins tied in making the highest percentage of gain in the school. Brown School was the first to distribute membership cards for the contest. Mrs. Peoples gave credit to J. N. Bigby, who, she said, was instrumental to a large degree in making the campaign a success in that district.

The Cedar Lawn Association, with Mrs. Eugene Bagley as president, was awarded third place in the contest. In discussing the campaign in her district, Mrs. Bagley said that much credit was due to E. G. Grafton, principal of the school. "Also credit is due to the teachers and to the children themselves," she said. Interest in the campaign in that district was aroused by rallies, educational meetings and membership teas. The association only entered the campaign ten days ago.

The Metropolitan Parent-Teacher Association, which obtained 279 new members under the direction of Mrs. B. C. Newberry, president, sent membership cards into all the homes represented in the school and the cards were distributed by the pupils of the school. The association entered the campaign with a small organization. After members of the association had obtained a 100 per cent. increase they solicited friends of the school in the community. The organization plan was carried out through the appointment of a captain and a lieutenant for each street in the district. Credit was given by Mrs. Newberry to Miss Margaret Grady, principal of the school, and to the teachers, all of whom actively engaged in making the association a winner from the start."

#### "GREATEST FORWARD MOVEMENT"

Letters of congratulation have been received by Mrs. Kneeland, general chairman, from Mayor Wozencraft, W. E. Greiner, president of the Board of Education, and from Miss Alecia I. Brown, a member of the awarding committee. Miss Brown characterized the campaign as "the greatest forward movement for the benefit of public welfare ever put over." According to her letter, the campaign will do much toward establishing a precedent for a high standard of social service in the Southwest.

Mrs. Thomas E. Kennedy, vice chairman of the campaign, took an active part in the contest and directed the publicity work, which was successfully accomplished. Mrs. Kirk Hall, president of the Dallas Council of Mothers, declared that if a similar campaign had been started several years ago the condition of the schools in this city would be greatly improved over what they now are, "The campaign has evidenced a sincere spirit of coöperation," she said, "and it should be with considerable pride that Dallas acquaints other cities in the country with this mighty achievement for home and school and education."

The results obtained by the various schools and the groups in which they were placed so as to more evenly distribute their standing memberships before the opening of the campaign also were announced. Group 1—Armstrong, Mrs. William Bacon, 350 new members; Hogg, Mrs. V. G. Ford, 223; Metropolitan, 279, Mrs. B. C.



Newberry, president of the association; Vickery, 301, Mrs. A. F. McDonald. Group 2—Alamo, 317, Mrs. G. G. Caldwell; Cedar Lawn, 338, Mrs. Eugene Bagley; Fair Park, 310, Mrs. J. H. Moore; Milam, 224, Mrs. Fred E. Lagler; Rusk, 237, Mrs. Frank Langdon; San Jacinto, 106, Mrs. Theo. J. Fitch; Grand Prairie, 94, Mrs. J. T. Smith. Group 3—Austin, 100, Mrs. W. B. Fraser; Bowie, 29, Mrs. O. E. Gill; Brown, 730, Mrs. H. L. Peoples; Central Oak Cliff, 120, Mrs. W. H. Baldwin; Housston, 144, Mrs. O. H. Bettes; Reiger, 671, Mrs. C. C. Stevenson; Group 4—Winnetka, 220, Mrs. H. R. Durbin. Roberts, 242, Mrs. J. W. Harrell; Reagan, 218, Mrs. Knox Doyle; Crockett, 218, Mrs. R. E. Adams; Fannin, 364, Mrs. E. P. Boyle; Travis, 435, Mrs. T. E. Podner, president, and Mrs. R. B. Cammack, chairman of the membership committee; Oak Cliff High, 170, Mrs. R. E. Kennedy.

Mrs. Kneeland expressed her appreciation of the work accomplished by the presidents of the various associations, the work of the members of the executive committee and all others, including the press, for their support in aiding in bringing the contest to so successful a conclusion. Also Mrs. Kneeland expressed her thanks to the merchants who arranged for the cash prizes.

Four cash prizes of \$77.50 were made possible through the generous contributions of the following firms and individuals: Alex Sanger, Titche-Goettinger Co., A. Harris & Co., Neiman-Marcus Co., Hurst Bros., Dreyfus & Son, Linz Bros., W. A. Green Co., Leon Kahn Shoe Co., Motherhood Magazine and the Dallas Saturday Night.

It is surprising what a woman can do when she makes up her mind. Too many people forsake their designs when they are in trailing distance of the goal.

Mrs. Edward Kneeland who has been officially identified with the membership department of the Texas Congress of Mothers for eleven years is an example of the woman who never turns back. She simply radiates enthusiasm. She toils awhile, endures betimes, believes always but never finds a place where she can set the emergency brake. It is not so much by her superior strength that has helped get the State Congress of Mothers a membership of 35,000—but by her powers to endure.

#### COMPULSORY EDUCATION LAW TAKES EFFECT IN TEXAS

This means children in Texas of school age, unless exempt and so declared by county judge must attend school for three months. In states where factory industry is much more general than in Texas a notable increase in juvenile employment is reported. Violation of state child labor law is rampant. In one case forty-

seven out of fifty-three factories were employing children under 12. Increase in number and decrease in working age is due to the European war, so labor department bureaus state.

We are decrying the increase in illiteracy in Texas. Is not this opportunity to make practical the theory, by their deeds ye shall know them. Individual women can aid school attendance greatly by observing and reporting children not in school.

#### TEMPLE PARENT-TEACHERS ASSOCIATIONS

The Parent-Teachers Clubs were organized in October, 1919, and the following reports show what has been accomplished in the succeeding five months of their existence. More than the material benefits obtained however, has been the spirit of coöperation and understanding which has developed between the home and the school. "The Love of Childhood is the common tie which should unite us in holiest purpose."

This watchword has been the inspiration and ideal, the real goal toward which they have striven.

The reports are as follows:

##### *Lanier*

Members, 56; funds collected from Miss Swink's entertainment and other sources, \$63.75; rest room equipped; victrola repaired and new records secured; flower beds prepared; two Athletic Park tickets purchased.

##### *Freeman Heights*

Members, 31; funds collected from two bazaars \$45; flower beds prepared; one Athletic Park ticket purchased; a health game in progress.

##### *Bentley Hill*

Members, 95, funds collected from donations and membership, \$80.50; flower beds prepared; trespassing stopped on school grounds; lights put in building; one Athletic Park Ticket bought; club subscribed to CHILD-WELFARE MAGAZINE; four swings placed on grounds.

##### *Central Grammar*

Members, 60, funds collected from entertainment by Mrs. Grimes' and Mrs. Porter's classes, and lunches served in the building, \$93.57; flower beds prepared; garbage cans placed on grounds; purchase of reference books; four pictures and jardinières given to school; rest room equipped; two Athletic Park tickets purchased; playground equipment added.

##### *Dickson*

Members, 27; funds from bazaar, \$30; work done on flower beds and trees; gravel placed on yard; duplicator purchased; emergency cot and first-aid supplies provided; four swings placed and four ordered; a system of credits, coördinating home and school established; parent's

day observed and lunch served to 23 parents and children.

*Vandiver*

Members, 40; funds collected from lunches served and other sources, \$79.36; playground equipment added; five pictures presented to school; library fund established.

*Reagan*

Members, 100; funds collected from entertainment by Miss Swink's entertainment, by chain of dimes, and dues, and other sources, approximately \$125; library fund established; flower beds prepared; playground equipment added, electric gong purchased; four pictures

added to school; encyclopedia and dictionary added; flag presented to school; one Athletic Park ticket purchased; rest room equipped.

*High School*

Members 43, flower bed prepared; one Athletic Park ticket purchased; records collected for victrola. This club has devoted most of its energies in working with the high school toward raising the fund of \$5,000 for the Athletic Park. They are especially grateful to Mrs. J. M. Woodson for a donation of \$500 toward this fund. Through the inspiration from this gift the Club was enabled to raise \$2,000 more, thus completing the amount required.

## Indian Chief's Appeal for Indian Children

CHIEF RED FOX SKIUHUSHU

I am writing to ask your interest, in our Indian Children. As Herbert Welsh points out, there are only 335,000 American Indians in these United States, and there are 22,000 Indian children without any school facilities. What is America going to do, to help these real native Americans? Will it always hold them as wards, when children of European birth, Negroes and Japs, have a better chance for public education?

I hope you can interest all your high schools in the State of Pennsylvania—where "treaty was never made and never broken by Wm. Penn"—to help this great cause with your influence. Our Indian Magazine will find its way to all the high schools of Pennsylvania. I am sure that this Indian Magazine, edited by Indians, will give much light and truth on the very earliest Americans—and that it will be quite educational and instructive in all schools which have it in their libraries.

The Indian Magazine is not a money-making affair. None of its officers receives a salary. All money is used to uplift the Red Race, and for the training and education of our Indian boys and girls, to make them a real self-supporting American citizen, *he or she*.

BOX 171, TOPPENISH, WASHINGTON,

April 21, 1920

Dear Friend:

The enclosed circular explains the work that has been undertaken in the name of humanity

and patriotism—the higher training of Indian children—and how you can have a share in this truly noble work. There has never been a more earnest effort put forth for the fitting of the "Only True Americans" for their proper sphere as American citizens than this Indian Teepee Mission.

Will you not contribute your mite by becoming an Associate member? The fees are only \$2.00 a year, which carries with it a paid-up subscription to a real Indian Magazine, issued four seasons of the year, edited by Indians; setting forth Indian Philosophy, Indian Legends and primitive customs of Indian Camp Life, etc., and on activities and progress of the Mission.

This Indian Magazine will be educational and instructive to all persons in walks of life, which every true friend of the Indians ought to have in their homes, or Y. M. C. A., or Y. W. C. A., reading rooms and clubs and organizations.

Thanking you in advance for the help your membership will give in making this undertaking a success.

Yours in the name of the Great Spirit.

REV. RED FOX SKIUHUSHU,

*Head Chief*

We hope you will take the Indian Magazine to help the educational end of Indian children and you are the Indian's friend.